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Gender Bias in Social Studies 30 Diploma Examinations 1991-1993

by

Connie Mildred Walter

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Master of Education

in

Educational Administration

Department of Educational Policy Studies

Edmonton, Alberta

Spring 1996

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Connie Walter

January 2, 1996

10522-137 Street
Edmonton, Alberta
T5N 2H3

University of Alberta

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled *Gender Bias in Social Studies 30 Diploma Examinations 1991-1993* submitted by Connie Mildred Walter in partial fulfillment of the requirements for the degree of Master of Education in Educational Administration.

Dr. Beth Young

Dr. Frank Peters

Dr. Julia Ellis

October 19, 1995

To my mother,

Mary Ash,

whose love gave her children the strength to be free

and whose personal competence

provided the example.

ABSTRACT

Textual analysis of the multiple-choice portion of Alberta Education's Social Studies 30 Diploma Examinations from 1991-1993 shows significant gender bias in four broad areas: visibility of women, formal content, hidden curriculum, and epistemology. Studied were 420 questions from six examination sittings. Visibility findings include one reference to women, in a wrong answer choice, compared to 54 references to men. Content findings include the theme of power relations and control woven through four content areas: political and economic theory, history, control tactics and strategies, and peace initiatives. Hidden curriculum findings include superficial use of inclusive language and the privileging of a conflict model of experience. The epistemological stance of the examinations was found to be derived from the positivist/empiricist tradition which favors abstraction, universality, and objectivity. Various recommendations for providing equitable experiences for female students include revisions to curriculum, to examination content, and to the epistemological frame of questions.

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CHAPTER 1 INTRODUCTION

Background

Equality in education is a serious issue in societies dedicated to equality of opportunity for all citizens. What constitutes equality and how it is to be ensured are complex concerns, and of special interest to the disadvantaged. Where inequality because of sex or gender exists, it affects approximately 50% of the population; therefore, research into sex equity problems addresses a pressing need and may provide methods of solution appropriate for addressing problems faced by other disadvantaged groups.

The notions of "equality of opportunity" and "equality of outcome" have shaped the thinking of policy makers interested in ensuring fairness for all humans, male and female. The concern for equality of outcome has stemmed from an assumption that equality of outcome is a measure of the degree to which equality of opportunity has been achieved (Gilborn, 1990). Where differences occur, equality of outcome, certainly in educational testing, raises many questions, for example, whether multiple choice questions or course work components are the truest measures of students' achievement (Stobart, Elwood & Quinlan, 1992). Equality of opportunity and equality of outcome have come to be associated with sameness of opportunity and outcome (Midgley & Hughes, 1983). This movement toward equality, or sameness of treatment of women, for example in the interpretation of constitutional law

in the United States of America, has had some beneficial effects, of course, but the constraint to provide sameness has also had sadly humorous and ultimately unfair results, as when women are denied maternity provisions in wage insurance schemes because such provisions would privilege women over men (Midgley & Hughes, 1983).

Because sameness of treatment is not necessarily the answer to ensuring equality, a newer concept, equity, is now being used to signal efforts to develop respect for differences and to develop policies and practices that foster respect for differences between and among groups (Stevenson, 1993). Concern for equity in education includes, for example, aspects of equality of access beyond mere concern about exclusion from educational opportunities, aspects such as the role schools play as gender socialization agents. It includes concern for the socialization conveyed in the structure of classroom interactions and the hidden curriculum in schools conveyed by textbook content (Mackie, 1991).

Equity in education is not effected simply by opening enrollment in courses to both males and females, or by making enrollment in courses compulsory for everyone (Briskin & Coulter, 1992). When educational outcomes are consistently unequal, as is the case when a majority of students completing high level mathematics or physics courses are male, or when one sex consistently attains higher achievement ratings in a course, serious questions about equality of access must be raised. If what counts as achievement is defined narrowly, and

is attained consistently by more males than by females, or by more females than by males, then neither access to education nor educational outcomes is equal. True equity or equality of access involves questions of value and questions about the structure of gender inequality (Gaskell, McLaren, & Novagrodsky, 1989).

Equity or equality in education becomes a policy issue when it means confronting the structure of gender inequality (Gaskell, et al. 1989). The many studies related to gender discrimination in education suggest that such confrontation is necessary (Ellis, 1993; Martin, 1994). No major area of the academic curriculum in schools is without critique of sex or gender discrimination. Gender equity is a problem identified in schooling in mathematics and science (Friedman, 1990), computer education (Turkle & Papert, 1990) and the humanities (Fouts, 1990) in the United States, Britain and Canada.

Social, political, and cultural factors contributing to gender discrimination are outlined by a number of authors (Baxter-Magolda, 1987; Gaskell et al., 1989; Kiesler, Sproull & Eccles, 1985; Mackie, 1991; Noddings, 1992; Weiler, 1988). Gender discrimination is found in both formal and embedded curricula in schools (Holt, 1990; Ogren, 1985). It is found, too, in the privileging of particular teaching and learning styles (Code, 1991; Dobson & Hranitz, 1992; Thayer-Bacon, 1992; Turkle & Papert, 1990).

Because assessment of achievement is so important to schooling, determining as it does the relative success or failure of students, gender discrimination in assessment is perhaps one of the most important areas in which policy decisions regarding educational opportunity are made (Stobart et al., 1992; Wilder & Powell, 1989). Assessment of achievement is a complex field because assessments of students are made by so many different people, from elementary generalists to provincial and national ministries of education; in so many different contexts, from informal assessments in a classroom to externally-developed province-wide examinations sat by all students enrolled in a subject; and for so many different purposes, from homework monitoring to establishing school leaving averages that determine scholarships and entrance to post-secondary institutions. Even in large-scale formal assessment programs, such as the GCSE national assessments undertaken in Britain in 1988, educational outcomes-- in particular, gender differences in performance-- are influenced by styles of assessment (Stobart et al.). Whether an assessment tool is comprised entirely of multiple choice items or has a course work component influences the relative scores of males and female students (Stobart et al.). Differences in educational outcomes evident in assessment programs signal inequities that may have complex causes. Equity in assessment programs is a policy issue of pressing importance in education.

The Problem

In Alberta, achievement of male and female students in elementary and secondary schools on tests set by the provincial ministry of education has been traced since 1986 by Alberta Education's Student Evaluation Branch. Sex differences in achievement have been noted in a number of areas.

In the 1991-92 school year, the Student Evaluation Branch undertook to prepare a special report focussing on gender differences discovered in examinations. The impetus for the report was "the observed gender differences of over six percent on the multiple-choice component of the Social Studies 30 Diploma Examination in favor of males. This gender difference is consistently found across sittings and years, and is more than twice the size of the gender differences on the multiple-choice components of the other diploma examinations" (Alberta Education, 1993, p.12). Across time and across examinations, the average scores of female students writing the multiple-choice portion of the Social Studies 30 examination is lower than the average of males, by over twice the difference that exists on any other Diploma Examination; greater than in Physics 30, Chemistry 30, Biology 30 or Mathematics 30.

In Alberta, the Diploma Examination program affects almost all students in their final year of schooling. Diploma Examinations are set in almost all subjects taken by students who plan to enter university and the examinations provide 50% of the final grade in courses they assess. Courses such as English 30, Social Studies 30, Mathematics 30, Chemistry 30,

Biology 30 and Physics 30 or Science 30 are typical of courses taken by university bound students and these are all courses for which Diploma Examinations are set. Students aiming to attend community colleges or technical institutes take courses such as English 33 and Social Studies 33, for which Diploma Examinations are set, and a sufficient number of other courses to obtain the necessary 100 credits required for all students to obtain high school diplomas. Full year courses, the equivalent of 125 hours, have weightings of five credits while half-year courses, the equivalent of 75 hours, have weightings of three credits. Students may take courses appropriate for gaining entrance into university, or into community colleges and technical schools. Depending on the course route they have followed throughout high school, students will write more or fewer Diploma Examinations.

Sex differences in performance on Social Studies 30 Diploma Examinations are important because thousands of students each year write the examination. As well, Social Studies 30 is a course required for entrance into most faculties of universities, making it near compulsory for university bound students.

The Diploma Examinations are achievement examinations based on the mandated provincial curriculum. They are designed to test knowledge, skills and attitudes identified in the Provincial Program of Studies. Examinations are developed by the Student Evaluation Branch of Alberta Education through a committee structure which ensures that practicing teachers

throughout the province bring their professional curriculum expertise to the development and review of examination questions and format. Exam Development Committees composed of teachers from throughout the province develop the initial questions for examinations. Questions are field tested in classrooms throughout the province and eventually are grouped into examinations following a blue-print that reflects curriculum concepts and skills.

All of the Diploma Examinations involve multiple choice questions, in number from 65 to 70 questions. Some of the skills that the multiple choice questions of the Social Studies 30 Diploma Examinations are designed to test are synthesis and analysis, as well as simple understanding and recall of concepts and terminology. Source materials from which students must analyze and synthesize understandings are included for some of the questions. Source materials are varied, and include maps, graphs, charts, political cartoons, short excerpts from political speeches and economics texts, front pages of imaginary newspapers, lists of main ideas associated with a topic and so on. Excerpts tend to be shorter than 50 words but occasionally are as long as 150 words.

Essays are an integral part of two of the Diploma Examinations, English and Social Studies. English has a two part examination, a writing exam worth 50% of the examination total and a multiple choice reading exam that contributes the other 50% of the total exam mark. The Social Studies 30 examination, however, is comprised of 70 multiple choice

questions, worth 70% of the exam mark, and an essay worth 30% of the examination.

The essay portion of the Social Studies 30 examination does not manifest the same differences in achievement by sex as the multiple choice portion. The Alberta Education *Special Study on Social Studies 30 Diploma Examination Gender Differences* shows that female students on average scored slightly higher than male students on all subscales of the essay in four out of six of the exams in 1990, 1991 and 1992 (Alberta Education, *Special Study*). The same report shows that on the June 1990 examination, there was no difference between female and male average scores on the Social Studies 30 essay, and in June 1991 males as a group scored .6% higher than females.

In Alberta, Diploma Examinations affect students' lives considerably. They contribute a significant portion of final marks. On the basis of final marks, students pass or fail courses and compete to gain entrance to post-secondary institutions. The Diploma Examination marks significantly affect students' competitiveness for scholarships. Because the multiple-choice portion of the school-leaving examination in Social Studies 30 accounts for 35% of a student's final grade in the course, (half of the 70% this section counts for on the examination) and because female students score significantly lower than male students on this portion of the examination, exploration of the possible causes of this difference is significant and timely research.

Purpose

Social and psychological factors that influence success are complex. Textbook depictions of roles and contributions of females, for example, shape female students' expectations of what is possible for their futures (Batcher, Winter & Wright, 1987) and influence males' perception of the experience of women (Light, Staton & Bourne, 1989). Social and psychological biases of learning materials are, therefore, of interest to educators. Ontario school readers have been analyzed for sex bias (Batcher et al., 1987), as have history textbooks (Michigan State Board of Education, 1984; Ogren, 1985; Baldwin & Baldwin, 1992). Curricula have been critiqued for bias (Robertson, 1993; Holt, 1990; McIntosh, 1983). Schooling methodologies and the epistemology of learning styles have been critiqued for bias (Turkle & Papert, 1990; Dobson, 1992).

At the present time, however, no research has been published on sex bias in the text of the Social Studies 30 exams in Alberta. Because the Alberta Social Studies 30 examinations are based on the mandated curriculum, analysis of the examination items for the kinds of bias existing in social studies curriculum and in social studies text books might be worthwhile. Such analysis might prove fruitful in contributing to the discussion of why female students score significantly lower than males on these examinations written by all Alberta students who earn university entrance. If the Social Studies 30 examination does not recognize the contribution of females, the

personal dissonance created for female students might explain their lower scores: female students would be examined on a world they have no reason to believe their sex has ever participated in, a world that shows them no reason to believe they could ever participate -- while at the same time holding out the promise that if they do well on the examination they will be provided entry into this adult world.

If only one learning style has been privileged in academic communities to the point that it is assumed to be the only demonstration of learning, it is possible that this approach might be evident in Alberta Education's Social Studies 30 examinations. This approach might affect achievement of students whose development of knowledge is different. Further, a traditional approach might discriminate against those whose socialization has not prepared them for its comfortable manipulation. Many students, male and female, might fall into this category; however, the data on female achievement relative to male achievement on the Social Studies 30 examination is clear, while other data such as achievement of minorities or achievement by students' learning style are not available. A traditional epistemological approach within the examination might in part explain why female students score lower than their male counterparts.

By analyzing and making explicit some of the assumptions underlying the examination questions, I intend by this research to provide a basis for discussion of, and a basis for additional exploration of, the systematic discrimination that

is becoming apparent. Equity and its reverse, discrimination, are policy issues that require attention. This research attempts to assist in defining aspects of a problem in order that policy decisions can be made to provide solutions.

My research is an extension of study into social factors that affect examination success. It focuses on the possible existence and evidence of bias in Social Studies 30 Diploma Examinations from 1991 to 1993 that would mitigate against females' achievement, with specific attention to the visibility of women in the text of the examination, the formal content, the informal or hidden curriculum of the examination as it relates to women, and the epistemological stance of the examination.

Relevance

This exploratory research may be significant for educational administrators, especially for Alberta Education's Student Evaluation administrators responsible for large-scale testing of Alberta students, for social studies teachers and, possibly, for students as well. If it is possible to perceive in examinations a construction of knowledge that excludes some learners, then it is likely possible to reverse the discrimination by framing knowledge questions in ways that include more students. Thousands of students every year write the Social Studies 30 examination and each year approximately half of these students, the females, achieve marks on the multiple-choice questions that are significantly lower than the marks of their male counterparts. The research could have considerable impact.

Organization

This study begins with an overview of the research on sex discrimination as it applies to social studies learning. First, I describe the Alberta Education study of the Social Studies 30 multiple choice questions. Next, I present a brief overview of research on visibility of females in social studies texts, on the content of social studies curriculum, and on epistemological styles. This overview of the research is found in Chapter Two.

A description of research methodology, delimitations and limitations to the research, and assumptions underlying the research follow in Chapter Three.

Chapter Four contains the research findings. This study of the Social Studies 30 Diploma Examinations begins with a discussion of the visibility of females in the text of the Social Studies 30 Diploma Examinations written in June and January in 1991, 1992 and 1993. Next is a description of the formal content of the examinations. An analysis of the informal or hidden curriculum presented by the examinations follows. The last section is an analysis of the epistemological framework of the content of the exams.

Finally, in Chapter Five, I provide a summary of the research findings, a discussion of the research findings, and a discussion of the implications of the findings.

CHAPTER 2 REVIEW OF THE LITERATURE

Previous Studies

Alberta Education's Student Evaluation Branch has reported the Branch's explorations of possible reasons for the gender difference in achievement on the Social Studies 30 Diploma Examinations in an internal report entitled *Special Study: Social Studies 30 Diploma Examination Gender Differences* (Alberta Education, *Special Study*). Their exploration has attempted to address issues identified in the literature on large-scale testing as possible reasons for sex differences on examinations. Wilder & Powell (1989) provide a survey of the literature on sex differences in test performance and identify eight categories of explanation of differences including patterns of course taking, individual differences, social and psychological factors, demographic factors, characteristics of the test, educational variables and models of cognitive development.

The Alberta Education *Special Study*, indicates that Alberta Education has explored a number of these categories. Patterns of course taking, the explanation that weaker female students enroll in Social Studies 30 and therefore score lower than more able males, has been explored and rejected as an explanation. In June of 1992, 4,375 students who wrote both the Social Studies 30 and the Biology 30 examinations were compared (Alberta Education, *Special Study*). While the average score of males was higher in both subjects, the difference between males' and females' average scores was

more than twice as great on the Social Studies 30 exam. The average of males' scores was .7% higher on the Social Studies 30 exam than on the Biology 30 exam, while the average of females' scores was 3.1% higher on the Biology 30 exam than on the Social Studies 30 exam. When differences such as these exist in a population of 4,375 students who wrote both Biology 30 and Social Studies 30, Alberta Education has concluded, it is unlikely that sex differences in achievement on the Social Studies 30 examination are due to patterns of course taking.

The Student Evaluation Branch has initiated exploration of social and psychological explanations for the observable sex differences on the Social Studies 30 multiple-choice test. Questions on six examinations over three years were categorized as falling into one or other of two categories into which the Social Studies 30 course is divided: 1) *Political and Economic Systems*, and 2) *Global Interaction in the Twentieth Century*, the latter informally known as 'war'. Performance by males and females on questions falling into these two categories was compared. Males' achievement was considerably higher than females' achievement in both categories but the difference was almost double on the *Global Interaction in the Twentieth Century* questions.

In an attempt to determine whether student interests might have a bearing on their achievement in Social Studies 30 curriculum concepts, 897 students were surveyed during field testing of Social Studies 30 examination questions. Students were asked to rank interest from low to high (1 not interested

at all to 5 very interested) on specific topics of the Social Studies 30 course. Females expressed interest greater than males (at a statistical correlational difference at the .01 level) in the communitarian topics: Communism, Sweden, League of Nations, and Peace Movements. Males were more interested in confrontational subjects: battles, strategies, tactics and turning points of the course of the Second World War; incidents during the Cold War; and other conflicts (civil wars and small power disputes).

Interest in these areas might be related to differences in achievement on the two Social Studies 30 concepts *Political and Economic Systems* and *Global Interaction in the Twentieth Century* so the interest scores of 784 of the 897 students who completed the interest survey were correlated with their scores on the June 1992 Social Studies Diploma Examination. A weak positive relationship was found between interest level and achievement; however, the Student Evaluation Branch indicates that "correlations are not of the magnitude that one would be able to explain the gender difference in achievement by interest level alone" (Alberta Education, *Special Study,* p.8*)*.

The same students were asked about their extracurricular activities related to social studies. Students were asked about their reading of a newspaper, watching news on television, watching movies on war-related topics, and so on. The survey indicates that females follow the news in newspapers significantly less than males; watch documentaries or movies on historical or war-related topics significantly less

often; and read magazine articles or books on historical events and war-related topics significantly less often than do males. Both sexes follow the news on television or by listening to the radio about the same, watch documentaries or movies about social issues approximately as often, and read magazine articles or books on current events and social issues approximately as often. This survey indicates that female students spend less of their spare time attending to historical and war-related activities that would provide a context for the topics on the Social Studies 30 exam than do males.

The results of this interest survey suggest that social variables might help to explain gender differences in examination performance. As well, the survey indicates that questions on the Social Studies 30 examination are geared more to historical and war-related topics of interest to male students than to social issues and current events that are of equal interest to male and female students or of more interest to females.

Explorations of student interest and achievement on subscales of the examination indicate that, in general, as interest increases so do multiple-choice scores but that even within interest levels, males score significantly higher than females, especially in the *Global Interactions in the Twentieth Century* questions. Alberta Education has concluded that student interest alone does not explain the sex differences in achievement on this examination (Alberta Education, *Special Study*).

Visibility, Formal Content, Informal or Hidden Curriculum

Visibility of persons in materials related to a subject of study, and the treatment of these persons when they appear, affects students' perceptions of power and control, motivation, and future achievement within that subject (Coulter, 1989). Curriculum content, namely what counts as knowledge, has been the focus of debate within the humanities community (Cherryholmes, 1983; Selke, 1983; Karras, 1992). History viewed from women's experience takes a different shape and includes different material than history viewed from males' perspective. Inclusive social studies and history would ensure content that recognizes the contributions of both sexes (Davis & Nemiroff, 1992).

The social studies have traditionally emphasized the male perspective on the development of politics, industry and commerce (Hannam, 1993). This situation has not changed appreciably. As recently as 1987, researchers at the Centre For Women's Studies at the Ontario Institute for Studies in Education reviewed textbooks for coverage of women's history topics and were unable to recommend any of 66 books as meeting the sex equity policy for the Ontario History and Contemporary Studies courses (Light et al., 1989). Light et al. report that when women were included in textbooks, their treatment was "incidental, marginal, and frequently the depiction of their roles...inaccurate" (p. 19). Flaherty (1989) suggests that when women are included in social studies their

treatment falls within three general models: the 'great women' model, the 'women as victim' model and the 'women as historical supplement' model. This attempt to add women to an androcentrically derived conception of social studies is criticized by Light et al. who write that female students are "deprived of knowledge about the collective history of their sex in areas such as education, employment, political and social reform, religion, the arts or the law" (p.20).

Textbooks and curriculum in social studies have been criticized for superficial inclusion of women as incidental to traditional political history forged by men (Noddings, 1992). By adding more pictures of women, whether or not the text warrants their inclusion, and naming famous women and their supportive contribution to traditional political events, textbook and curricula writers attempt to meet criteria for inclusion of women. They avoid overt sexism by changing wording to terms that might include females as well as males-- for example a change in wording from common man to common person-- while maintaining traditional conceptions of what is important to know about humans past and present.

As well, the social studies have been criticized for presenting only a conflict model of human behaviour leading students to a distorted understanding of how humans are motivated and how they shape their experience (Noddings, 1992). The emphasis on wars and political conflicts presents a false picture of the past, Noddings argues, because it is an incomplete and unbalanced picture. The emphasis on politics

and war relegates compassionate movements, worker protection movements, all human activity that sustains and develops communities and societies, to a subordinate place whereas these experiences have likely played a greater role in ensuring the endurance of the human race than have war activities (Noddings, 1992).

The language of presentation of the social studies reinforces the conflict metaphor even when topics are not overtly about political conflict or war (McKenna, 1989). The use of words such as 'impact' in discussions of economic policies, for example, reinforces a conflict approach to conceptualizing effects.

Epistemology

Not only curriculum content, but underlying assumptions about what constitutes knowledge have come under scrutiny by scholars interested in equality in education. Similar concerns have surfaced in science education, computer programming, and the humanities. Standard epistemological orthodoxy is that universal laws, or theories, can be abstracted from empirical observations and that these laws, or theories, allow practitioners to predict future experience in a disinterested, impartial, and objective way (Code, 1991). Theory reduces the detailed complexity of untold real situations to abstract principles.

Theorists apply their particular insight to the complexity they observe and their explanations create what amounts to a fiction, a particular kind of truth fashioned by an individual of particular emotional and intellectual texture at a particular place and time in human cultural history (Code, 1991). Theory is often handled as though it were Truth rather than a particular perspective on truth.

The traditionally sanctioned learning approach is a rationalist one that favors objectivity, manipulation of logical axioms, autonomy of the individual, and morality that is legalistic and justice-based (Code, 1991). In studies of epistemological approaches of learning communities, contrasting approaches to the norm of scientific abstraction are reported (Garrison & Pappas, 1989; Nielsen, 1986; Turkle & Papert, 1990). Emerging is an understanding of another, more sensual approach that favors the concrete, induction, emotion, relationships, and morality that is concerned with caring for the way that parts fit into the whole and for the way that individual relationships are maintained (Code, 1991).

Turkle and Papert's (1990) work with computer programmers makes a convincing argument that many discoverers of knowledge use a concrete, sensual approach and only recast their understanding in the more traditional scientific form for display. Turkle and Papert report that the sensual, or concrete, approach to knowing is the approach of many humans, male and female, but that a larger proportion of females than males use this approach.

Tradition has perpetuated a positivist/empiricist view that the most intelligent people manipulate abstract concepts of universal applicability, objectively and impartially. Garrison and Pappas (1989), Code (1991), and Turkle and Pappert (1990) question whether the positivist/empiricist approach adequately demonstrates the knowledge of all knowers. Code (1991) asserts that objectivity, impartiality, and universality are attitudes toward knowing constructed to serve particular interests at particular times. In her criticism of objectivity, Code argues that Kant shows knowledge to be a construct in which cognitive agents have considerable freedom. Kant's philosophy, she argues, allows for a way of looking at knowledge that differs from the objective, impartial, and universal. Code argues for an epistemology which reveals the positionality of the knower. This positionality would reveal the social and political stance of the holder of knowledge thereby revealing knowledge to be the particular view of a class of knowers rather than the falsely objective truth it has traditionally been presented to be. As well, the revealed positionality for which Code argues would allow for the presentation of knowledge that is different from traditional rationalist knowledge, namely knowledge that is derived subjectively from real situations by people who are oriented to a particular stance and who take particular action from which particular consequences derive. This kind of knowledge may be considered concrete or sensual knowledge, or knowledge that is relational.

Turkle and Papert's (1990) work with computer programers offers understanding of the concept that the rationalist approach is not evidence of superior human functioning. Their work with computer programmers reveals that the highly abstract, symbolic task of computer programming is approached successfully by those whose relationships with their programs are like the relationships poets or musicians have with words and notes. It is an approach which takes into account the myriad relationships that parts of the project have with the whole, an approach that Levi-Strauss called bricolage. Turkle and Papert report that this concrete, subjective approach is not an inferior approach but a legitimately different approach to computer programming.

Different approaches to teaching historical understanding are reported by Levstik and Pappas (1992) who challenge Piagetian notions of cognitive development, citing domain-specific research. They offer evidence that a narrative approach is successful in developing historical understanding in children because narrative discourse has embedded within its structure the interpretation of events. One event is shown to be more important than another and to have logical and chronological relationship to other events.

Levstik and Pappas (1992) refer to traditional research on historical understanding that has generally required students to use non-narrative texts or experimentally constructed texts. They assert that such texts are not natural

to the discipline because the natural linking of cause and effect is absent from them and that students can not be expected to manipulate them successfully. Levstik and Pappas (1992) write:

> Bruner (1986) explicates some of the ways in which narrative approximates the structures of history. Narrative, he notes, is a form of interpretation that makes experience comprehensible. It deals with intention and action, with the consequences of both, and as with history, narrative deals with the particular -- not any person, but this person at this time and place, and given this set of circumstances. Both narrative and history are more than a recount or collection of "facts," a sequence of events. They involve the description and interpretation -- the causes-- that account for these "facts." (p.377)

Arguments for a different cognitive structure for social studies are offered by McKenna (1989) who has identified valuing of abstraction as a sexist bias in the 1986 Ontario Curriculum Guideline for History and Contemporary Studies. McKenna (1989) reports that Kohlberg's model of cognitive development, which emerged from his study of males, is found in the progression of cognitive skills identified for development by social studies curriculum units. Students functioning at the highest level of abstraction are considered the smartest. McKenna (1989) criticizes this bias as modelled on a narrow band of the population, citing Gilligan's moral development model based on the experience of females. Gilligan's (1982) model of cognitive moral development offers an additional way

of looking at sophisticated moral development. McKenna (1989) argues that if the social studies curriculum is to be non-sexist it must leave off "asserting male experience as gender-neutral and traditionally male values as the standard of historical significance and excellence in thinking" (p.24).

That traditional epistemological approaches favor males is argued by a number of researchers. Turkle and Papert's (1990) work shows that the non-traditional bricolage approach is favored more often by female computer programmers than by males. Similarly, Code (1991) argues that the rationalist approach to knowledge is androcentrically derived and simply does not account for knowledge acquired by females whose experiences have differed markedly from the experiences on which rationalist theory is based.

CHAPTER 3 RESEARCH METHODOLOGY

Method

This research is a content analysis of Social Studies 30 Diploma Examinations from January and June examination sessions in 1991, 1992 and 1993. I examined the Social Studies 30 Diploma Examination multiple-choice questions for bias, specifically, to ascertain: 1) visibility of women and women's experience in the examination, 2) the subject matter of the formal content, 3) the informal subject matter or hidden curriculum embedded in the text, and 4) the epistemological stance of the examination questions.

The visibility part of this study is a numerical tabulation. I counted all references to females in the text. First, I looked for overt references to women in the questions and four answer- choices of the multiple-choice examination. Because some of the questions provide source materials -- cartoons, short prose excerpts, and charts -- and require students to manipulate information and ideas in these materials, I examined the sources, too, for overt depiction of females. As well, when the authors or creators of the sources are identified, I considered female creators to constitute a female presence. I created a final category, labelled "other", to group references to females that did not fit into the other three categories, for example, the use of feminine pronouns to refer to countries.

I also counted overt references to males in these four categories. I report the frequency with which females and males appear in the test in a simple comparison chart which

lists frequencies (see Appendix A) and report specific references to males and females in each examination studied (see Appendix B).

The method of study relating to formal content was based on content analysis techniques (Berg, 1989). I analyzed the content of the examinations to determine topics covered and to discern if the ways in which these topics were presented in the examination recognized the contribution of women or the effect on women of the events and concepts included.

Initially, I attempted to group questions into the 26 individual categories identified in the Alberta Education *Special Study* into sex discrimination in Social Studies 30 but I rejected this approach. Although it is possible to group questions in this way--and the *Special Study* does so-- I wanted to see if a different grouping, less reliant on subject specialization, would emerge from my reading of the questions. I read all six examinations, question by question, and categorized each question according to topic. Five broad topics appeared, two of which usefully divided into two sub-categories each. The first topic, economics, divided usefully into questions on theory and questions requiring application of theory to context or requiring manipulation of contexts. The second topic, politics, also divided into questions on theory and on application of theory. A third topic, knowledge of history, was a category into which I placed questions related to the world wars and to post-war incidents when the questions seemed to rely more on students' knowledge of people, situations, or events associated

with the world wars, than on their knowledge of political theories or processes. A fourth topic included questions on peace initiatives and attempts by communities to achieve and maintain harmony. Any question that referred to the United Nations, the League of Nations, or peace conferences of any kind was categorized under this heading. Many questions that I placed in this category could also be placed in other categories, especially categories of History, Politics, and Control Strategies. I wanted, however, to categorize in one section questions relating to the League of Nations, the United Nations and other international attempts to organize for peace because this topic is potentially different from the others which are related to politics, economics or commerce, and wars, and might have more appeal for female students. Another useful grouping involved questions relating to control tactics and strategies. Questions were grouped into this category regardless of chronological placement of their events if I judged that the questions focused more on control strategy than on details of ideology or historical, economic, or political fact. Thus, questions relating to pre-Second World War times as well as questions about atomic weapons' deployment or economic strategies fell into this category when the concept of the question related more to control strategy than to any other feature. Questions that I placed in these four categories appear in Appendix C.

For the informal or hidden content section of the study, I analyzed the examination content for evidence of techniques,

identified in the literature, of superficial inclusion of females: unwarranted pictures of women, famous women associated with traditional political events, and gender-neutral wording masking male activity (see Appendix D). As well, I analyzed the examinations to determine whether a conflict model of social experience is emphasized in the subject matter or in the metaphorical use of language. I judged questions to contain a conflict model if winning and losing, struggle for supremacy, or words suggesting aggression or conflict were overtly or implicitly evident in the questions. A sample of words from the June 1991 examination that I categorized as suggesting either a conflict model or nurturing model is contained in Appendix E.

For the epistemological analysis, I separated all examination questions into those relating to source materials and those standing alone. My reason for this division was the assumption that the questions connected to sources might provide context for students and therefore present a different approach to knowing. I then examined all questions for evidence of a universalist, objectivist stance identified in the literature as typical of a positivist/empiricist approach.

First, I looked for evidence of an emphasis on abstraction through an emphasis on theories about, or principles of, politics, economics, and war strategy.

Next, I looked for evidence of the universalist attitude that all people of a particular category feel, think, know, and respond in the same way. Such questions as number 26,

January 1991, "Supporters of a market-oriented economy would address the problem of recession in a mixed economy by..." were included in this group because of the implied notion that all supporters of market economies would act in the same way and that all recessions in all mixed economies are caused by the same forces.

I then analyzed questions for evidence of an objective stance, the stance that implies that truth exists outside the individual and is unaffected by, and unaffecting of, individual emotional response. It is a stance that assumes truth to be perceived by all individuals in the same way, uncoloured by individuals' past experience or present situation. Questions that ignored emotional implications of situations presented by the questions or those that adopted the passive voice to circumvent naming an agent of emotion I judged to be objectivist in stance.

I examined questions related to source materials separately to determine if the epistemological approach in these questions was different from the approach in the questions not connected to sources on the examination.

When I report on findings, I do not include analysis of all 420 questions studied, but only of selected questions representative of findings. I include analyses of at least three, but often four, five or more questions for each category on which I report.

I have not included in the appendices the entire text of the Social Studies 30 examinations because of copyright

difficulties associated with source materials used in the examination. Alberta Education obtains copyright clearance on source materials (from economics texts, political texts, newspapers, etc.) specifically for the examinations. Reproduction of examinations by other parties than Alberta Education for non-examination purposes would require obtaining copyright clearance from the holders of copyright for the source materials. This is a lengthy and cumbersome procedure. I have described source materials when they are pertinent to questions discussed and have quoted examination questions so that the material discussed will be as clear as possible to the reader.

Delimitations

The study is delimited to the multiple-choice portion of the Alberta Social Studies 30 Diploma examinations written in January and June 1991, 1992 and 1993. A significant and alarming difference exists between the average achievement of females and of males on the multiple-choice portion of the Social Studies 30 examination, a difference that is not manifest on the essay portion of the same exam. This difference is double the difference between male and female average scores on any other Diploma Examination, including examinations in mathematics and sciences, and thus warrants attention. Delimiting the study to exploration of the three most recent years of examinations when I began my study was a pragmatic decision as, each year, the two Social Studies 30 Diploma

Examinations written in January and June yield 140 questions per year. Examinations from the August Diploma Examination sitting are not available to researchers because the August examinations are secured for future use by Alberta Education. Three years of available examinations produce 420 questions for study. On the basis of these questions, I attempt to determine whether patterns of bias exist.

Analysis of visibility is delimited to overt depictions of, or references to, females and males within questions and within source materials presented on the examination, and to overt naming of females and males as authors/creators of source materials.

Critique of the informal or hidden curriculum of the examination is delimited to analysis of superficial inclusion of women by including unnecessary or inappropriate pictures, reference to famous women associated with traditional historical events and the use of generic terminology; and, to analysis of a conflict model of human existence through the use of words associated with conflict situations. These features are identified in the literature as ways in which bias in informal or hidden curriculum is conveyed in social studies text books.

Critique of the epistemological stance of the examination is delimited to an analysis of whether a rationalistic approach to knowing-- abstract, universalist, and objectively impartial-- prevails within the examination. This is the stance identified in the literature as androcentric, and thus might serve to reduce females' achievement.

Limitations

The analysis of formal curriculum content is limited to the content depicted in the examination and does not extend to an analysis of textbooks used in Alberta social studies classrooms, to concepts identified in the Alberta Provincial Program of Studies, except as they are manifest on the examinations, nor to curriculum taught or enacted in Alberta classrooms. The Social Studies 30 Diploma Examination is a curriculum based examination and is required to reflect the curriculum set out in the Program of Studies.

The critique of the text is limited by the researcher's background preparation in secondary English instruction rather than social studies instruction. In the absence of any previous research applying content analysis to examination questions, this study is limited by the application to the examinations' text of a critical framework borrowed from literature analyzing curricula of history and social studies courses.

Assumptions

The Student Evaluation Branch of Alberta Education tests questions in the field prior to including them on examinations, matches questions to curriculum concepts, and analyzes tests for internal validity. Exams are scrutinized by a number of committees before they are administered. When significant sex

differences occur over time and across sittings even with this scrutiny, the problem would appear to be systemic.

This research assumes that the examination tests not only the formal curriculum but may have embedded within it an informal curriculum of power that excludes many students and offers a disservice to the others. It is based on an assumption that the wording of questions shapes and communicates value structures.

CHAPTER 4 RESEARCH FINDINGS

In this chapter I present visibility frequencies found in the text of the six examinations studied, and analyses of formal content, informal or hidden content, and the epistemological stance of the examination. In my analysis of the formal content of the examination, I present the four content categories (political and economic theory; knowledge of history; control tactics and strategies; and peace initiatives) into which I have divided questions on the examination, and then I discuss the underlying theme that runs through all four categories. Next I provide an analysis of the informal or hidden content of the examinations, focussing on the two features identified in the literature as common to social studies text books, namely superficial inclusion of women and the privileging of a conflict model. Lastly, I provide the results of analysis of the examinations for traditional androcentric epistemology in the form of abstraction, universality, and objectivity. The final part of research findings is my analysis of the epistemology of questions based on source materials. I end the chapter with a short summary.

Visibility Frequencies

The six examinations, January and June 1991 to 1993, provide only one overt reference to actual female persons in the text of the examination questions and answer choices. There was one other reference to female persons in a source

[illegible] January 1992, a reference to men and "women" suffering from conditions imposed by the Treaty of Versailles. No sources were created by females in the six examinations. There was one visual depiction of a female, a cartoon symbol of the League of Nations, in a source. Seven other references to females were feminine pronouns used when countries or continents were personified. The visual depiction of a female and the feminine pronouns grouped in the "other" category were not, therefore, actual references to female persons.

In contrast, there are 54 references to males in questions in these six examinations, 18 sources whose creators can be identified as male, 32 appearances of males in sources and 8 references to males classified as "other".

The one overt reference to female persons in the text of the questions and answer choices appears in January 1992, number 6, in an incorrect answer choice: "number of female voters in each constituency".

In sources, females appear twice, once in January 1991 and once again in January 1992. In January 1991 a female appears as a statue symbolizing the League of Nations which had failed by neglecting to act on a policy of sanctions[1] . This source for questions 41 and 42 is a political cartoon of a long-haired statue in an ankle-length, sleeveless robe with what

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[1] Cartoons and other source materials are described, rather than included in the appendices, because copyright on source materials is held by individual publishers.

appears to be an olive branch in the left hand and a right hand held up to a face in shadow, head bent forward and down as though weeping. The statue tops a headstone in a graveyard. Printed on the headstone is:

LEAGUE
OF
NATIONS

Fell asleep
IN ABYSSINIA
AFTER PROLONGED
NON-IMPLEMENTATION
OF POLICY
ON SANCTIONS

This statue casts a shadow on a building with UN inscribed in the upper right corner.

In January 1992, a source for question 20, a short excerpt from *Mein Kampf*, refers to "60 million men and women".

The seven "other" references classified as feminine are three uses of the pronoun "she", one reference to "your husbands", and three uses of the pronoun "her". (In the source for questions 54-57 of the June 1991 examination, "her" is used 5 times to refer to Russia. This multiple use of "her" to personify a country within one source has been counted as one reference.) The pronoun "she" is used in sources referring to continents or countries: Europe, Britain, Czechoslovakia, and the U.S.A.. A female role is indirectly assigned to Britain by ascribing to the people of Britain "your husbands" in June 1992 in Source I for questions 44 to 46. The pronoun "her" is used in January 1992 in a source for questions 38 and 39 and refers to

Germany. The same pronoun refers to Italy in the source for questions 41 and 42 in June 1992. Thus, the female references classified as "other" are never actual references to female persons but rather are personifications of land forms or nation states.

The male "other" references consist mainly of theories authored by males and given their names, for example, Keynesian economics, and male pronouns used to refer to words such as "individual" in a source for question 60-63, January, 1992 and "Canadian Minister of Finance" in question 22, January, 1991.

In total there are 10 feminine references compared to 112 masculine references in 420 questions in six examinations (see Table 1). Only two of the 10 feminine references are to real female persons rather than to personifications of nations, continents, or organizations.

The numbers of visibility references in each examination studied and questions containing visibility references are included in Appendix A and Appendix B.

Table 1

Numbers of Overt References in Social Studies 30 Diploma Examinations 1991-1993

Type of Material	Females	Males
Questions and answers	1	54
Source authors/creators	0	18
Appearance in sources	2	32
Other	7	8
Total	10	112

Analysis of Formal Content

The content of the Alberta examination reflects the content material prescribed in the Program of Studies for Social Studies 30 which has two topics of study: 1) *Political and Economic Systems*, studied from a theoretical and practical perspective, and 2) *Global Interactions in the Twentieth Century*. My study of the Social Studies 30 Diploma Examination revealed that questions group easily into the first topic of the curriculum, *Political and Economic Systems*, and that questions intended to test knowledge of the second topic, *Global Interactions in the Twentieth Century*, grouped logically into 1) knowledge of history, 2) global peace initiatives, and 3) control tactics and strategies.

Included in questions grouped as political or economic theory or application are questions about democracy, socialism,

communism, fascism, dictatorships, market economies and theoreticians such as Keynes and Marx. The knowledge of history grouping includes questions about Hitler's rise to power in Germany and the effect of first world war settlements on this rise, as well as on specific treaties and appeasement strategies between the world wars. Questions on international peace initiatives as well as questions on various overt control strategies and tactics, from deployment of atomic weapons to propaganda techniques, round out the remainder of the content of the exam (see Appendix C for complete classification).

Political and Economic Theory Questions

Typical of questions on economic theory is question 1 of the June '91 exam. It reads:

> According to Marxist doctrine, the institutions of society throughout history are basically determined by
>
> A. political forces
> B. military forces
> C. economic forces
> D. cultural forces

This question requires students to recall learned information about economic theory.

A somewhat more complicated question in the June '91 exam is question 5 which requires that students know principles of a centrally planned economy and apply this knowledge to distinguish from among answer choices a recent Soviet trend that departs from those principles. The question reads:

A recent trend in the Soviet economy that represents a major departure from the principles of a centrally planned economy is the

A. use of technology to increase domestic production
B. greater emphasis on the production of capital goods
C. use of monetary and other incentives to stimulate production
D. greater emphasis on the mechanization of agricultural production

A question requiring students to apply understanding of economic theory to a context provided by a source is question 11 of the June '92 exam. This source question provides a hypothetical situation rather than a real, reported situation, signalled by the fact that the source is not acknowledged and that no author is identified. Set out in a box above question 11 is the sentence, "The Canadian Minister of Finance has recommended that interest rates be raised by the Bank of Canada to cope with a period of rising inflation." Students are to refer to this sentence when answering questions 11 and 12. Question 11 reads:

This recommendation is likely based on which assumption?

A. Individuals are in need of government assistance and jobs to offset the effects of rising prices.
B. Increased interest rates on loans to businesses will lead to reduced costs for consumer goods.
C. Individuals are in need of additional disposable income to offset the effects of rising prices.
D. Increased interest rates will reduce aggregate demand and thus lower prices.

Some application questions are designed to test students' understanding of issues raised by economic situations. Question 6 of the June '91 exam is typical of this type of question. Three source materials are provided to be used to

answer questions 6 through 9. The first source is an 88 word excerpt from a speech acknowledged as taken from a recognizable source, a named book of speeches. The subject of the speech is that business competition, not government aid, has ensured quality of products for the benefit of consumers. The second source is of similar length and is acknowledged as taken from a named book on economics. The subject of this excerpt is the relationship between business subsidies and tax dollars, and the economic spin-offs of subsidies. The third source is a business cartoon reprinted from a major Alberta newspaper. The cartoon shows two men dressed in suits in an office, the window of which looks out on a factory with tall smoke stacks. One man is sitting at a desk behind which is a large graph showing the plummeting sales of the company. The other man is looking out of the window with his hands folded behind his back and musing, "If only we had a government subsidy we could be really competitive!" Question 6 reads:

> The central issue raised by the sources is the extent to which governments should
>
> A. pass legislation to prevent monopolies
> B. provide incentives to private businesses
> C. encourage co-operation among private businesses
> D. allow private businesses to compete with public corporations

Questions such as this one require students to understand that the extent of government intervention and control in an economy is an issue and to identify it as the issue in materials common to social studies.

Questions on political theory and the application of political theory are similar in type to the economic questions. Typical of a question dealing overtly with political theory is question 2 of the January '92 exam. The question reads:

> In modern parliamentary systems, the preservation of responsible government depends on the
>
> A. executive branch of government having the confidence of the legislative branch
> B. judicial branch of government having the confidence of the executive branch
> C. ability of a prime minister to select competent cabinet ministers from all regions of a country
> D. ability of the lower house of elected representatives to maintain the support of the upper house

This question requires students to understand features of parliamentary systems and to understand the concept of responsible government.

Questions requiring students to apply political knowledge are those like questions 12 to 14 of the January '91 exam. Questions 12 to 14 are related to three source materials, two print excerpts and one cartoon. The first source, approximately 65 words long, is from a political and economics systems text, and discusses John Locke's and John Stuart Mill's views on limiting the right to vote because of concern about an uninformed and ignorant electorate. The second source is an excerpt from a book on government published in the 1980's. It is approximately the same length as the first source and makes the point that voters are attracted to political parties like iron filings to a magnet even though political party platforms present unclear and confusing principles, points of view and

policies. The third source, the cartoon, illustrates a voting situation: two middle aged or elderly men sit at a desk, apparently checking off names of voters. Above a curtained polling booth in the corner behind them a coin shows, as though a voter is flipping a coin to make voting choices. A sign VOTE HERE, points to the booth. Question 12 reads:

> Together, the sources raise the issue of the extent to which
>
> A. citizens are equipped to make well-informed political choices
> B. representative democracy is less efficient than direct democracy
> C. secret ballots should be used to select political representatives
> D. political parties should restrict their platforms to political issues

Approximately half of the 70 questions on each examination deal with political and economic systems. Some of these 35 questions are questions on knowledge of theory or principles and others require students to apply knowledge of theory to source materials or practical situations.

The remainder of questions on the Social Studies 30 Diploma Examinations studied divide roughly into questions on history, questions on control strategies, and questions on peace initiatives. These test the second portion of the Social Studies 30 Program of Studies, the *Global Interactions in the Twentieth Century*, the section informally known as "war".

Questions on History

Questions that I grouped as questions about history are those that appear to test students' knowledge of events,

policies, and leaders leading up to the two world wars, during the two wars, and following the wars. These questions differ from theory questions in that students' knowledge of events, policies, or leaders' political stances must be brought to bear to answer questions.

Question 44 on the January 1991 exam is typical of these questions. The question provides a diagram, four concepts outlined in boxes set out on the upper left, upper right, lower left and lower right and connected by lines to a boxed center characteristic that is unnamed. The four concepts outlined in boxes are: German Rearmament, Reoccupation of the Rhineland, *Anschluss* and Sudetenland Crisis. The centre box begins with a question mark, below which is Common Characteristic. Question 44 reads:

> The common characteristic of these four historical events is that they all represent
>
> A. fascist imperialism
> B. provisions of the Munich pact
> C. factors that brought Hitler to power
> D. violations of the Treaty of Versailles

Another question typical of those I grouped under knowledge of history is question 42 of the June 1993 exam. To answer question 42, students are to refer to a chart of four countries, leaders, and foreign policy goals: Soviet Union (1963), Nikita Kruschev, Peaceful Coexistence; Germany (1942), Adolf Hitler, Isolationism; Great Britain (1936), Neville Chamberlain, Brinkmanship; and United States (1950), Harry Truman, Containment. The question reads:

The countries whose leaders are correctly matched with their foreign policy goals are

A. Germany and the Soviet Union
B. Great Britain and Germany
C. the Soviet Union and the United States
D. the United States and Great Britain

The purpose of these types of questions seems to be to test students' knowledge of historical situations, events and leaders, rather than to test their knowledge of political and economic theories or applications, even though such knowledge is probably useful or even necessary in order to understand the historical situations featured.

Control Tactics and Strategies

Questions grouped under control tactics and strategies are questions that I deemed to focus on countries' or leaders' efforts to control events, situations, or forces even though these strategies might have been exercised during a particular historical situation or event. Question 49 of the June 1993 exam is an example. It reads:

A clear example of consolidating a sphere of influence occurred when

A. France withdrew from NATO
B. the soviet Union invaded Afghanistan
C. the United States boycotted the 1980 Olympics
D. great Britain granted independence to India

Another question emphasizing control strategies related to the historical event of the Pearl Harbour attack is question 47 of the June 1993 exam. It reads:

The Japanese military leadership planned Japan's attack on Pearl Harbor to

A. force the United States to commit its military in the war against Nazi Germany
B. remove American power to resist Japanese territorial expansion in Eastern Asia
C. force Britain and France to withdraw from their Asian territories without a fight
D. gain revenge for American bombing raids on Japanese cities

Another example of questions emphasizing control strategies or tactics is question 53 of the January 1993 exam. The question reads:

Architects of the Marshall Plan assumed that the spread of communism would be contained by

A. deploying American conventional weapons
B. establishing an effective global military deterrent
c. reviving war-torn European nations economically
D. surrounding the Soviet Union with defensive alliances

Question 53 certainly requires students to have knowledge of the Marshall Plan, a plan developed and applied during a particular time in history, but the emphasis within this question appears to be on the control strategy of the Marshall Plan. I grouped questions into this category when such emphasis appeared to me to be present.

Questions on Peace Initiatives

Questions that I grouped as questions on peace initiatives are questions that overtly mention the United Nations' global efforts, peace conferences, the League of Nations, or international peace efforts of any sort. These questions may be about failure of peace initiatives, conflicts over peace, countries' attitudes that oppose United Nations efforts, and so

forth, but they are more linked with peace than are other questions in their overt content. An example of a question that includes reference to a peace conference is question 38 from the January 1991 exam, which reads:

> If you agreed with the goals American President Wilson brought to the Paris peace Conference, what demand would you consider appropriate?
>
> A. Reparation from a defeated Austria-Hungary
> B. Admission of guilt from Germany's war leaders
> C. Disposition of former colonial areas to Great Britain and France
> D. Adjustment of new frontiers along recognizable lines of nationality

Clearly, this question could be considered a historical question or even a control strategies question; however, because it overtly mentions a peace conference and is typical of questions dealing with peace initiatives, I have included it in this category.

Another question in the peace initiatives category, one that mentions the concept of world peace is question 61 of the June 1991 exam. It reads:

> If you **opposed** a balance-of-power system as a means of maintaining world peace, you would favor the
>
> A. formation of strong regional defence alliances
> B. establishment of a world court to arbitrate disputes
> C. division of the world into stable spheres of influence
> D. escalation of the arms race to ensure deterrence between the superpowers

This question, too, could clearly be categorized differently, perhaps in the category of control strategies, but because it mentions peace I have placed it in this category.

A question that I placed in the peace initiatives category because the global interdependence of the question suggests a necessity for peace is question 28 of the June 1993 exam. It reads:

> Today, the **most** widespread result of the growth of global interdependence has been
>
> A. countries erecting barriers to trade as a means of protecting domestic production
> B. national boundaries being increasingly disregarded by international business interests
> C. productivity in centrally planned economies increasing as competition for international buyers increases
> D. mixed economies no longer being viable in an expanding world marketplace

Other questions, fairly typical of those I categorized as falling into the peace initiatives category are questions 61 to 64 of June 1993. These questions relate to four sources, two political cartoons and two prose excerpts. The first prose excerpt is from a speech by the Secretary-General of NATO, urging North American commitment to NATO, now that the Cold War threat to peace has been replaced by threat from the middle east. The other prose passage is from *The Financial Post* reporting on the end of the Warsaw Pact. One political cartoon shows a bear wearing a jacket with the Soviet sickle and hammer insignia leaning against a lamp post. Coming toward it are four figures representing the United States of America, Germany, Great Britain and France. Each has across his front a letter, the sum of which spells NATO. The figure representing the U.S. says, "Careful, I still wouldn't turn my back on him... ". The other cartoon shows the head and

shoulders of a fellow decked out in Roman warrior attire with his face propped indolently on his hand. NATO is printed on his uniform and the caption reads, "All dressed up and nowhere to go...". Question 61 asks:

> Which question or issue do the sources clearly address?
>
> A. Should NATO as a military alliance continue to exist?
> B. How can prosperity in post-Cold War Europe be best achieved?
> C. Should the United States revert to isolationism now that the communist threat is over?
> D. How can eastern European nations overcome historical animosity toward the NATO alliance?

Underlying Theme

The questions on the Social Studies 30 Diploma Examination can be grouped a number of ways by content but it became clear to me from my study of the questions that the overall theme of almost all questions is power relations and control. The subject matter of questions includes government strategies of power and control, strategies of economic regulation and control, alliances for world power and control, and various failures thereof.

A question that is clearly an economic question and conveys a theme of government control is question 7 of the January 1992 examination. A graph showing major sources of government revenue from 1965 to 1986 is included for this question. The vertical axis of the graph represents the percent of budgetary revenue. On the horizontal axis are fiscal years: 1965-66, 1970-71, 1975-76, 1980-81 and 1985-86. Lines on the graph represent personal income tax, sales and excise taxes,

and corporate income taxes. Personal income tax starts out in 1965-66 at approximately 29% of budgetary revenue, goes up to approximately 45% by 1970-71, goes down to approximately 41% in 1975-76, is approximately 42% in 1985-86 and the line rises higher as it flows to the end of the graph. The sales and excise taxes line begins at approximately 38% in 1965-66 and decreases gradually to approximately 29% by 1985-86 and continues downward as the end of the graph nears. Corporate income tax begins at approximately 20% in 1965-66 and goes downward to the bottom 10% as the graph ends. Question 7 asks:

> A government responsible for the trends shown in the graph would most likely justify these trends by claiming that
>
> A. a fairer system of taxation was not needed
> B. greater incentives for business growth resulted
> C. consumer spending was increased to spur economic growth
> D. government revenues were not taken primarily from the middle class

Clearly this is an economic question; however, power and control are evident in the question in a number of overt and subtle ways. The question attributes particular power to government: the responsibility for economic trends shown on the graph. That governments have the power to control fairness is suggested by answer choice A, to control business growth through control of incentives by answer choice B, to control economic growth through controlling amounts of money available for consumer spending by answer choice C, and to

take government revenues from one class or another by answer choice D.

Question 15 in the January 1993 examination, while a question that I classified as a political theory question, also illustrates the theme of power relations and control. It reads:

> When left-wing revolutions (real or imagined) have threatened the established order during times of economic and political crisis, which ideology has often gained popular support by offering unity and stability?
>
> A. Fascism
> B. Socialism
> C. Liberalism
> D. Communism

Within this question conflict between chaos and control is established by the phrases "threatened the established order" and "offering unity and stability".

An example of the power relations and control theme embedded in an economic theory question occurs in January 1992 question 26. The question reads:

> The application of Keynesian theory is supported by those who believe in
>
> A. central planning in a command economy
> B. government fiscal planning in a mixed economy
> C. competitive markets in a laissez-faire economy
> D. nationalization in a public enterprise economy

Support is essential for those who exercise power. Whether the support is backed by votes or military power, support is necessary. Subtly, power relations are introduced in this question in the concept of "support" for the application of an economic theory. The situation implies that when some do not

support applying this theory, different power factions exist. When factions of the population divide, some to support a belief or a course of action, some to withhold support, power relations are at work. Power relations are further implied in the word "application" because somewhere someone has the power to apply or not apply the principles of the theory to a society. As well, control strategy is suggested by the term "application" which implies that a remedy is being applied to a problem.

The answer choices for this question use words associated with control in choices A and B. "Central" and "government" planning require the application of control strategies. Answer choice C uses the term "competitive" which suggests jockeying for power and the term "laissez-faire" which implies absence of control. Answer choice D continues the theme of power relations and control in naming "nationalization", a strategy of using government power to gain control over industry.

Whether questions are on political or economic theory, on historical topics, on control strategy, or on peace initiatives, a similar theme of power relations and control is evident. A question grouped under peace initiatives, question 36 in the January 1992 exam is typical. Students are to refer to a political cartoon source to answer this question. The cartoon features a rabbit and a large snake. A cummerbund on the rabbit, tied into a bow at the rabbit's back, has League of Nations written on it. The rabbit is in the lower left of the cartoon space on its hind legs with forepaws propped against a

rock so that the rabbit is in an almost upright position. The snake is coiled three full times around a large branch above the rabbit and the snake's head hangs down parallel to the rabbit's face. Printed along the snake's body is INTERNATIONAL STRIFE. Beneath the picture is written, "The Rabbit. 'My offensive equipment being practically nil, it remains for me to fascinate him with the power of my eye.'" This appears directly below the upper case caption, "MORAL SUASION". Question 36 reads:

> The cartoon suggests that the League of Nations was
>
> A. limited in its ability to enforce collective security
> B. weakened by its bureaucracy in undertaking decisive actions
> C. lessened in its effectiveness because of dangerous alliances
> D. threatened by the efforts of its members to maintain national sovereignty

The cartoon that accompanies this question presents a vivid representation of power relations. The snake is clearly large enough to damage the rabbit if it should decide to do so, probably large enough to ingest the whole rabbit. The rabbit with its cummerbund and bow, appears vulnerable because it is in an awkward position for swift flight, on its hind legs facing a rock and a snake. In short, the rabbit is powerless and the snake threatening.

The caption of the cartoon further conveys the theme of power and control. "Offensive equipment", which the rabbit lacks, might enable it to wrest control of the situation but the

rabbit's only equipment is defensive equipment, the highly unreliable power to "fascinate" the snake.

The answer choices each convey the failure of control. Choice A states that the League of Nations was "limited" in its ability to "enforce" security, choice B that it was "weakened" and unable to take "decisive actions", choice C that it "lessened its effectiveness", and choice D that it was "threatened" by its own members. Choices B, C, and D provide agents of opposition to the League of Nations' power: "its bureaucracy", "dangerous alliances", and "the efforts of its members to maintain national sovereignty".

To a greater or lesser extent, the questions convey a theme of power relations and control, whether government strategies of control, economic regulation and control, alliances for world power and control or various failures thereof.

Analysis of Informal or Hidden Content

Superficial Inclusion

I found no evidence in the examinations studied that pictures of women were added in order to provide a superficial inclusion of women's experience within the examination. Neither were there examples of famous women named within the exam. These two ways of superficially including women's experience, identified in appraisals of social studies text books, were not present in the Social Studies 30 Diploma Examinations from 1991 through 1993. There was, rather, evidence of a total lack of inclusion, rather than any token or superficial inclusion, by these means.

There is, however, evidence of avoiding overt sexism through the use of inclusive language. There is frequent use in the Social Studies 30 Diploma Examinations of generic categories of people, especially occupational groupings, that are superficially inclusive (see Appendix D). Questions referring to source materials provided on the examination frequently refer to the author as "the speaker", for example, rather than naming a male author, even when the speaker is clearly the male author named at the end of the source. In light of this research which has found that no source materials can clearly be identified as being written or created by women, the generic reference to "speaker" must be seen as either an efficiency for clear wording or as an attempt to provide inclusiveness by offering the illusion that the speaker might be male or female.

Some of the occupational groupings named on the examination include workers, managers, lobbyists, political leaders, investment brokers, entrepreneurs, Wall Street stockbrokers, economists, judges, corporate executives, military strategists, car dealers, and arms suppliers. Most of these occupations or activities are traditionally male occupations rather than female and it is likely that female students writing the Social Studies 30 exam would not feel included, even though gender-neutral terms are used.

Groupings of people by the particular ideologies they subscribe to include social democrat, capitalist, supporter of Keynesian economics, economic nationalist, interventionist, and socialist. While it is true that both men and women may hold

these ideologies, the proponents of ideologies and policies within the exam are all male (Jan. '91, q. 3, source q. 12-14, source q. 23; June '91 q. 1, q. 27, q. 32, source q. 50-52; Jan.'92 q. 69, source q. 17-18; Jan. '93 source q. 34-35; June '93 source q. 42) a situation which would suggest a male world in which ideologies and policies are formed and held. It is unlikely that female students feel included by these terms, even though the terms are, on the surface, gender-neutral.

Another classification of gender-neutral words used on the examination relates to people involved in politics. Included in this category are: each citizen, the voters, each candidate, representatives, leader of the political party, members of Parliament, the Prime Minister, the victor, many politicians, the leader, and national leader. A social reality associated with this superficially neutral terminology is that the more individual power exercised by the person in the position named, the more rarely is the position occupied by a female. This social reality makes the use of such gender-neutral terms only a superficial, rather than a substantial, inclusion of females in the content of the examination.

Superficial inclusion through the use of gender-neutral terms such as leader are occasionally undermined by masculine pronoun references. Question 12 on the June 1991 examination provides an example. This question refers to a political spectrum chart that students are to use to identify perspectives as right wing, left wing and so on. The question text reads:

> The following argument
>
> *The leader is the bearer of the collective will of the people. Thus it is possible for him in the name of the true will of the people that he serves, to go against the opinions and convictions of single individuals if these are not in accord with the destiny of the people. Through his direction, he gives the nation its true purpose.*
>
> would be most closely associated with a speaker located at what point on the spectrum?

This reference to the leader as "him" and "he" belies the superficial inclusion of females as leaders of nations.

Conflict Model

An analysis of the content of the Social Studies 30 Diploma Examination reveals that a conflict model of human experience is indeed privileged over a nurturing model. Words conveying conflict and aggression denotatively and connotatively are far more plentiful than words conveying connection, wholeness, harmony and nurturing (see Appendix E). Approximately half of each examination is devoted overtly to global conflicts in the twentieth century and words such as expansion, control, resolve, differences, threat, challenge, oppose and enforce are in plentiful supply. Within the politics and economics questions, concepts such as winning and losing, supporting one side in implied conflict with another, and struggling to control forces are common.

The threat of violent conflict is overt in questions such as question three on the January 1993 exam which reads:

When democratic societies are faced with acts of violence from terrorist organizations, the most fundamental danger to such societies is that they may be forced to

A. expand democratic procedures to end the causes of dissatisfaction
B. release political prisoners to appease human rights activists
C. suspend traditional democratic principles and practices
D. implement measures that are a drain on public finances

Less overt is the conflict apparent in question 53 of the January 1993 examination which uses military terms to refer to responding to communism. Question 53 reads:

Architects of the Marshall Plan assumed that the spread of communism would be contained by

A. deploying American conventional weapons
B. establishing an effective global military deterrent
c. reviving war-torn European nations economically
D. surrounding the Soviet Union with defensive alliances

Terms such as contained, deploying, military deterrent, war-torn, and defensive alliances are integral to military conflict and to the subject of much of the Social Studies 30 examinations.

Even when words normally associated with nurturing, such as support, collective, and security are used, they are often used to present a conflict situation. For example, in question 23 in the January 1991 exam, a statement that students are to identify as false uses the word 'support' in a situation where owners of industries would experience considerable conflict with the state: "Adam Smith would support the economic policy of nationalizing key industries" (Alberta Education, 1991, p.8). The concept of support in the

sense of nurturing, developing, helping, or healing is absent from the use of the word in this sentence because of the ramifications for conflict associated with the action of nationalizing key industries.

Use of the word "support" in contexts where it means choosing sides to engage in struggle or conflict is typical within the examination. An example of such use is in the context of threat and conflict provided by Nazi Germany in questions 30 and 31 of the January 1991 examination. The word "support" is used in an answer choice in question 30 and in a question stem in question 31 of the same exam. Both questions refer to a source, a chart indicating the results of national Reichstag elections in Germany from 1928 to 1933. The chart documents the number of candidates from political parties elected in each election, the percentage of eligible voters voting, and the percentage of the total delegates each party won. The National Socialist or Nazi Party won 43.9% of delegates in the 1933 election, up from 2.6% in 1928. Questions 30 and 31 read:

> Based on the information in the chart, which conclusion is **false**?
>
> A. Voter apathy toward elections steadily increased.
> B. No political party attained a clear majority in the Reichstag.
> C. Support for left-wing political parties tended to decline.
> D. National Socialist (Nazi) Party popularity grew at a relatively rapid pace.

> With reference to the chart, support from which political party **most** likely allowed the National Socialist (Nazi) Party to form a majority government in 1933?
>
> A. Communists

B. Social Democrats
C. Centre (Catholic)
D. National People's party

On the surface, these questions deal not with overt conflict but with chart reading and with understanding the political system that resulted in Nazi rise to power in Germany. The atrocities committed by the Nazi regime, however, loom large in the popular North American media and presumably also in the minds of students, lending to these questions an overtone of threat and danger that is not attributable to specific language within the questions. In the context of this threat, the meaning of "support" in choice C suggests loss of power to the Nazi Party, a situation redolent of conflict that could result in harm for individuals and groups of individuals.

Question 31 conveys an implication of blame to the party that supported the Nazi Party and thus "allowed" the party to form the majority government in 1933. Blame is unstated but the image of Nazis as villains in the popular media, along with the wording of the question, "allowed the National Socialist (Nazi) Party to form a majority government in 1993", and the election statistics in the source chart convey the sense that the party next to the Nazi party in ideological conservatism is responsible for bringing the Nazis to power. When blame is implied in a situation, a situation of residual or imminent conflict exists. Even within the answer choices for question 30, mention of increases and declines, rapid growth in Nazi popularity and decreases in left-wing party involvement suggest the tug-of-war of conflict.

A less chilling, but nevertheless similar use of "support" to mean the choosing of sides occurs in question 66 of the January 1993 exam. The source for this question is a listing of four trends emerging toward the year 2000. Trend I is the "disintegration" of the sphere of influence of the Soviet Union, ending the "Cold War" and leaving the United States as the only "real 'superpower'". Trend II is the "fragility" of the global environment and the environmental "destruction" that will transcend national boundaries. Trend III is that national domestic industries "can survive" only by having the "ability to compete" in international markets. Trend IV is that nations have become aware of the advantages of regional "co-operation" intended to achieve "greater national security". Three of these four trends in the source for question 66 have embedded within them words that suggest conflict situations. The fourth trend links "co-operation" with "advantages", a word more connotative of competition, and thus conflict, than a similar word, benefits. In apposition to co-operation is the phrase, "intended to achieve greater national security and economic prosperity", two conditions that convey conflict once one realizes that national security is often linked within the exam to arms build-up or military alliance. It is within this context provided on the examination that question 66 reads:

> Taken together, these trends could be used to provide support for the conclusion that the
>
> A. techniques of superpower diplomacy remain a viable solution to many global problems and issues

B. conservation of ideological superiority dominates global conferences and discussions
C. preservation of national self-interest takes precedence over global issues in most nations
D. principles of internationalism are gaining wider global acceptance

An overall conflict model is suggested by many of the words in the answer choices (solution...problems; dominates; takes precedence over; gaining wider...acceptance) and, again, "support" is used in the sense of "gain support for one side" in an argument or conflict.

Other potentially nurturing terms are also used within the context of conflict situations. For example, 'collective security' is a euphemism for 'armed readiness' in choice C to question 65 of the January 1991 exam: "collective security through the acquisition of defensive nuclear weapons". When the Social Studies 30 examination uses language associated with a nurturing model, it frequently co-opts nurturing terms to convey further a conflict model.

Epistemology

In all six examinations studied, evidence of a traditional rationalist stance is predominant. This stance is manifested in the examinations' emphasis on abstract, theoretical concepts, in implied universalism, and in objectivity of perspective.

Abstraction

Emphasis in most Social Studies 30 Diploma Examination questions is on manipulation of abstract concepts connected to economic or political theory or to strategies of control. Students identify concepts, relate concepts to one another,

Many questions are overtly theoretical and straightforward in design. For example, [illegible] students to identify a characteristic of fascist political ideology:

> Ideologically, the fascist view of human nature stresses that
>
> A. although people are basically competitive, they also have collective tendencies that are expressed through economic equality
> B. all human beings have equal potential, but that potential can only be realized through political competition
> C. people have antisocial tendencies that need to be controlled and directed by the state
> D. individuals can only achieve their true political destiny through political equality

This question requires students to identify a characteristic of theoretical fascism.

An overtly theoretical question about economics, requiring students to relate an economic principle to the theoretical framework encompassing it appears in January 1993, question 2:

> The use of deficit financing to "jump start", or stimulate, an economy during a prolonged recession would be viewed most favorably by
>
> A. Marxist economists
> B. Keynesian economists
> C. supply-side economists
> D. laissez-faire economists

A question overtly requiring students to recognize the use of military strategies of control which are theoretical approaches to warfare, appears in question 50 June 1992. This question is related to a source, a map of northern Europe indicating placement of Allied and German armies. The question asks:

What military strategy was primarily and successfully used to achieve the result indicated in the map?

A. Artillery bombardment
B. Guerrilla warfare
C. Trench warfare
D. Blitzkrieg

Other questions are less straight-forward, requiring students to manipulate a number of variables such as, in questions 33 to 35, June 1992, five short statements of economic views from source materials, questions, four answer choices for each question, and in question 33 an additional diagram of an ideological spectrum. Students are to use the statements of the source material to answer each of questions 33 to 35. Regardless of the numbers of materials students are required to manipulate to answer questions 33 to 35, these questions about theory embed a universalist and objectivist stance. Question 35 of June 1992, the most straightforward, reads:

An individual holding these views would **most** probably advocate the theories of

A. economic interventionists
B. democratic capitalists
C. democratic socialists
D. Keynesian economists

An assumption embedded in the question is that the rational alignment of views expressed in the source materials with economic theories labelled in the answer choices would be possible for any individual. The answer choices name theories, the source materials provide examples of characteristics

explained by theories, and individuals holding the views of the source material are assumed to act according to theoretical principles, rationally, universally, and objectively.

Question 33, a question that requires more manipulation of variables than question 35, asks the question, "These views would be found at what point on the following ideological spectrum?" The spectrum is a left wing to right wing spectrum with POINT I at the extreme left, POINT II at centre left, POINT III at centre right, and POINT IV at the extreme right. Answer choices for number 33 are, from A to D POINT I to POINT IV.

This question requires students to abstract from specific views expressed in the source material their theoretical placement on a political spectrum. This activity forces abstraction from the specific, decontextualization from the contextualized. In short, it models theory-building.

The reductionist, universalist, objectivist nature of theory is evident in such questions as January 1991 question 57 in which the affective complexities of history and culture in the Middle East are reduced to one-word abstractions:

> Since 1945, the inability of nations in the Middle east to reach a lasting peace settlement is primarily a result of the forces of
>
> A. anarchism
> B. nationalism
> C. regionalism
> D. internationalism

This question tests students' broad understanding of anarchism, nationalism, regionalism, and internationalism as well as their ability to apply the concepts to the situation in the

Middle east since 1945 by forcing students to reduce complex and diverse human action and motivation to objectified, one word abstractions.

Questions such as June 1992 question 1 is an example of a treatment of theory as though Truth. This question forces objectivity and depersonalization because it removes action from individuals or groups from whose perspective a particular approach to action might have been formulated. The question reads:

> The economic factor supporting the position that growth in any economy should be restrained is
>
> A. investment
> B. mechanization
> C. finite resources
> D. standard of living

As well as being universalist and reductionist, this question is determinedly objectivist. Typical of this type of question on the exam, no human agency is named in this question while at the same time moral action requiring human response is included in the phrase "should be restrained". As well, the agent holding the "position" that growth should be restrained is unnamed, as though such positions exist without individuals to hold them. The implication is that economic laws exist as truth outside human beings and that "finite resources" (the correct answer choice) necessitate someone's restraining of economic growth. Other theories or views regarding economic restraint are, by their exclusion, ignored and devalued.

Universality

Theories and abstractions purport to explain human experience and are offered as universal truths. This universalist attitude is evident throughout the examination in such assumptions as that dictatorial regimes all behave alike, in question 2 of June 1993, or that capitalists view the world from the same perspective, in question 13 of the same exam. Question 2 of the June 1993 exam reads:

> Dictatorial regimes may tolerate and even encourage
>
> A. media criticism of the ruling elite
> B. growth of viable opposition parties
> C. creation of an independent judiciary
> D. citizen participation in an election process

Question 13 from the June 1993 examination reads:

> From a capitalist perspective, centrally planned economies have had the **most** difficulty
>
> A. encouraging worker and management initiative
> B. solving unemployment and inflationary problems
> C. reducing inequalities created by income differences
> D. providing for the welfare of the less fortunate in society

Assumptions such as that Canadian citizens who believe in free enterprise and conservative principles would respond in the same way to given situations in questions 29 and 30 of the January 1993 are further examples of the universalist stance in Social Studies 30 examination questions. Questions 29 and 30 of the January 1993 examination appear below:

> In Canada today, how would a citizen who believes in free enterprise and conservative principles respond to the federal government policies stated in questions 29 and 30? Indicate if such a citizen would consider each policy as

A. ideologically neutral
B. inappropriate because of its extreme "right wing" philosophy
C. inappropriate because of its "left wing" philosophy
D. appropriate and consistent with free enterprise, conservative principles

29. The federal government introduces a universal day-care program.

30. The federal government privatizes Crown corporations such as Air Canada.

Objectivity

Theoretical and abstract concepts are typically devoid of the texture of human subjectivity. Abstract concepts are treated as laws operating outside human individual response. The objective stance of the examinations attempts to remove subjectivity either through leaving unnamed human agents of action, thought, or moral response or by treating events as though they have no human emotional consequences.

An illustration of the withholding of the subjective agent is in question 6 on the January, 1991 exam which refers to a political poster provided as a source and asks:

> This poster was an effective political device in the context of the...
>
> A. threat of foreign invasion
> B. threat of a fascist revolution
> C. instability of the Great Depression
> D. instability of constitutional crisis

Clearly absent is the naming of for whom the poster was an effective device, and the naming of whom the threat of invasion and revolution would affect. The poster has a subtitle, "Our last hope, Hitler!" and is identified as a Nazi election

poster, requiring students to infer that the poster was "an effective political device" for the Nazi party. Less clear is the agent in the different answer choices. Perhaps the agent affected by foreign invasion, in answer choice A, is the political body of the German people. In answer choice B, perhaps the ruling party is the agent to whom the threat of a fascist revolution exists or perhaps the agent is again the political body of the German people. This ambiguity serves to force understanding away from the context at hand and toward abstract principles of political power manipulation some distance from human beings.

In some objectivist-stance questions, the agent of action is fairly obvious, even though it is unstated. In others, the agent is ambiguous, as in question 5, January 1991 which states, "In a capitalist system, a government policy that prohibits monopolies would be acceptable because...." "Acceptable" to whom is not immediately clear. Students are obviously to understand the relationship between capitalist economic theory, government intervention, and anti-monopoly legislation but who is actually experiencing acceptance is presumably not expected to matter.

By 1992 this false absence of human agency has almost disappeared from the wording of the questions. Agency is provided either by source materials or is stated, as in question 4 of January 1993 which reads, "Supporters of a market-oriented economy would accept taxation reform proposals that...."

Another type of objectivity, the manipulation of concepts without particular regard for human affective response, is evident throughout the examinations. Question 68 of June 1993 provides an illustration:

> From a strategic perspective, the expansion of Israel's territorial holdings in the 1960's to include the West Bank, the Golan Heights, and
> the Sinai provided Israel with
>
> A. direct access to the Mediterranean sea
> B. desperately needed petroleum resources
> C. improved relations with its neighboring states
> D. a buffer zone from which aggression could be repelled

The correct answer choice for this question is D. One wrong answer, A, is unemotional in tone but the other two wrong answers have words that suggest mild and strong emotional responses, "improved relations" and "desperately needed". The situation described affected diverse peoples in vividly emotional ways, and presumably would affect students in a variety of emotional ways, but the stance of the question is an objective one requiring students to deal unemotionally with strategy and gains.

This question is typical of the objectivity of the rationalist approach and of the questions on the examinations studied. It accords power to objectivity and devalues human affect by linking it with error and failure.

Source Questions

From January 1991 to June 1993, the number of questions on the Social Studies 30 examination related to source materials included on the examination increased.

Table 2

Number of Source-Related Questions on Social Studies 30 Diploma Examinations 1991-1993

Examination	# of Questions on Sources
January 1991	39
June 1991	39
June 1992	45
June 1992	45
January 1993	42
June 1993	43

The majority of source materials are excerpted from published materials of easily recognizable genre. In the June 1993 exam, for example, 11 excerpts of text from speeches, newspaper editorials, or history and economics books were included. These excerpts were short, 3 to 7 lines, and were expository rather than narrative. As well, there were 4 lists, 2 charts or tables, 2 maps and 6 political cartoons.

Occasionally, unpublished source materials are included in the examination. An example of such an unpublished source is the source for questions 52 and 53 of the January 1991 exam which was a list of the definitions and categories of charges laid against Nazi leaders prior to the Nuremberg trials. A diagram of two different foreign policies and historical actions connected with them, a source for questions 47 to 49 of the June 1991 exam is of the same unpublished variety.

Published genre used by authorities in a field are subject to the same biases as those for which the discipline itself is criticized; nevertheless, students ought to be familiar with conventional genre and be able to manipulate them. Because most Social Studies 30 Diploma Examination source materials are selected from standard genre associated with the curriculum topics, rather than with invented or experimentally constructed texts, students should be familiar with, and as comfortable with, such materials as they would be within a social studies course. The fact that the materials are mainly not narrative does suggest that the problems associated with an absence of causal links raised by Levstik and Pappas (1992) may be apparent in the examination.

I found no evidence that an approach to knowing different from that evident in stand-alone questions was a feature of source-related questions. While source-related questions often require students to manipulate more factors than do stand-alone questions, the stance of the questions appears to be similar.

Summary

In this chapter I have presented visibility frequencies of males and females within the Social Studies 30 examinations from 1991 to 1993. I have analyzed the formal content of the examinations, showing four content categories (political and economic theory, history, control strategies, and peace initiatives) and discussed the underlying theme of all content categories. I have analyzed the informal or hidden content of the examination for superficial inclusion of females and a conflict model of human experience. I have analyzed the epistemology of the examination for features identified in the literature as typically androcentric: abstraction, universality, and objectivity. Lastly, I have analyzed separately the epistemological stance of questions related to source materials.

CHAPTER 5 SUMMARY, DISCUSSION, AND IMPLICATIONS

Summary of Research Findings

The Social Studies 30 Diploma Examinations from January 1991 to June 1993 provide evidence that biases criticized in social studies curricula and textbooks exist in the Alberta examinations.

The Social Studies 30 Diploma Examination content, reflective of course content, provides evidence of a presentation of social experience that privileges politics and war as important knowledge and reinforces values of aggression and conflict in an overall theme of power relations and control. Females' contribution to human social experience is not recognized in the examinations studied. While gender neutral language is the rule rather than the exception in these examinations, this does not alter the fact that males, rather than males and females, are involved in the theorizing, negotiating, leading, and influencing that are depicted in the examinations. There is nothing in the content or the epistemological style of the examinations with which female students are likely to identify. The almost total absence of female experience may contribute to the differences in achievement of males and females on the examinations.

Women and women's experience are effectively absent from the six examinations studied. Only two references to actual human females exist anywhere in the six examinations,

and only one reference is in the text of the 420 examination questions. The most vivid presentation of women in the examination is a symbolic representation of the failure of the League of Nations, a weeping female statue. Including 7 feminine pronouns, referring to countries or continents, only 10 feminine references in the six examinations compare to 112 references to men. Women do not create the source materials of this examination. They do not create theories nor participate in politics. They do not exist in any meaningful way as the subject of discussion or action within source materials or within questions.

The minor inclusion of women that does exist reinforces a patronizing stereotype of women as failures in the world of action, as helpless, and as sorely in need of protection.

The content of the examination privileges politics and war and reinforces values of aggression and conflict. Power and control is the theme of four topic areas: political and economic theory and application; history; control tactics and strategies; and peace initiatives.

The superficial inclusion of women in examination questions through apparently gender-neutral groupings of people occupationally, politically, and ideologically masks the reality that males are the powerful theorists, negotiators, and leaders in human activities depicted in the examination. Further a conflict model of human experience is privileged over a nurturing model through the use of words and constructions that imply conflict for power and supremacy.

The epistemological stance of the examination is a rationalistic one derived from the positivist/empiricist tradition. Manipulation of abstraction is the basis of almost all Social Studies 30 examination questions. Students are required to manipulate theoretical concepts related to politics, economics, and control strategies. Objectivity is prized and emotion is actively denigrated through its link with error. The relative absence of affective elements of human experience suggests that a scientific objectivity of stance has value. Emotion is accorded inferiority by being linked with wrong answers. Universality of truth is assumed. Particular agents of affect are frequently absent from questions, implying an inaccurate universality of experience. This epistemological stance has been criticized as founded upon a narrow band of human experience and as a biased and inaccurate measure of knowledge.

This research suggests that significant social factors might contribute to sex differences in achievement on the Social Studies 30 Diploma Examinations. The absence of women's experience in the Social Studies 30 Diploma Examinations, the content of the examinations, and the epistemological underpinnings of the examination questions create an examination seriously biased against females.

Discussion of Findings

The almost total absence of female references in the examination suggests that females have made no significant contribution to the human activity depicted in the examination. The one direct reference in a question to females, female voters, is a wrong choice. The one picture of a female, the female statue in the source cartoon, depicts failure, the weeping failure of peace. The one mention of women in a source, in an excerpt from *Mein Kampf,* links women collectively with 60 million other Germans served injustice by the Treaty of Versailles. The female pronouns used refer to countries or in one instance, the European continent. These references to nations or continents as female occur when the authors of sources intend to convey a nation's need to protect the country with aggressive behavior (June 1991 source for q. 54 to 57), a nation's relief not to be embroiled in battle (June 1992 source 1 for q. 44 to 46), a nation's suffering at the hands of other nations (January 1992, source for q. 38 and 39; June 1992, source IV for q. 44 to 46, and source for q. 41 and 42), a nation's sacrifices to preserve peace (June 1992, source for q. 64 to 67), or a continent's desperate need for help from other nations (June 1993, source for q. 57 and 58).

A stereotype of females as weak, powerless beings in need of protection is reinforced by the few references to females that exist in the examinations studied. The most vivid representation of women, the cartoon statue, reinforces a link

between females and failure that is likely to be harmful to female examinees' confidence and to their concept of self-worth in general. As well, it may reinforce adolescent boys' negative stereotypes of women.

To understand the seriousness of the exclusion of women's experience on the exam and in the social studies curriculum, one might imagine this essential course for university bound students comprising only women's experience -- for example, the history of childbirth, nutritional aspects of homemaking in third world countries, home health-care techniques, and the treatment of women in the media in the twentieth century -- and the effect this might have on the achievement of male students. A typically universalist argument for a course comprised only of female experience might be that all of humankind is affected by knowledge of childbirth, food, health and the public treatment of those whose contributions have been so influential to all of life. Universalist arguments of a similar vein are currently offered for including only male politics and war in social studies courses, but such arguments are rejected by advocates of more inclusive social studies (Davis & Nemiroff, 1992). Imagining a social studies devoted entirely to women emphasizes the sadly humorous implications of one-lensed social studies and highlights the extent to which custom has sanctioned a social studies devoted only to men.

The criticisms of social studies curriculum and texts provide argument for including in social studies alternative

experiences and approaches so as to accord value to aspects of existence that are both more sustaining of life and inclusive of greater numbers of the human population. The contributions to human experience of females and males who have not been embroiled in conflicts and politics might teach us all more effective approaches to living. Inclusion of women's experience -- even if only as it has been affected by politics and conflict -- would be a step in allowing female students to identify with and to participate in social studies.

That the Social Studies 30 Diploma Examination tests students on a course that is, essentially, compulsory makes the content of the exam and of the Social Studies course an important issue. There is, presumably, a place for the study of political and economic systems and political and military conflicts in the twentieth century. A debatable question, however, is whether this should be the only subject of the social studies available to senior students preparing for university. The fact that male students score significantly higher than female students on the multiple choice portion of the Diploma Examination in this subject intensifies the urgency of the debate.

The unfair advantage provided male students on this examination may be due, in part, to the interaction of content and epistemological style. On the Social Studies 30 Diploma Examination, female students must initially overcome the examination's representation of their sex as powerless, helpless, and incompetent. With the initial handicap of

insecurity or anger, they must then answer questions on experience that, in the examination, is clearly experience women do not share. This foreign experience is further framed in an androcentric epistemology.

Different epistemological approaches on the Social Studies 30 Diploma Examination, perhaps the contextualized, particularized, causal approach embedded in narrative, might allow more success for students experiencing exclusion from the world of action within the examination. Proponents of a narrative approach to developing historical understanding emphasize the benefits of presenting students with particular perspectives, particular actions with logical consequences, and particular moral frameworks. Likely, questions could be framed to reflect the particular, both in perspective and action, rather than to present the implied universalism of abstract theory. The argument for the use of narrative appears to be an argument against the rationalist stance evident in the exam. Narrative deals with the particular, not the universal; with positioned description of intention and consequence rather than objectified experience; with actions rather than theory. It seems likely that if narrative sources were to be used on the exam, and questions to replicate narrative principles, then a different epistemological stance could become evident in the examination.

The most obvious exclusion of women on this examination, the visibility of females, would, however, be the easiest to alter. The depiction of women within the

examination could be radically changed. Materials written by women could be excerpted for source materials. Strong, active, participating women could be featured as the content of source materials. Correct answer choices could show women involved in meaningful action. Even without change in the curriculum upon which the examination is based, the examination could show more involvement of females within the examination text. The difficulty of finding appropriate materials to present females' experiences, while a legitimate concern in light of the Ontario review of resources (Light, Staton and Bourne, 1989), can be overcome.

Curriculum change would appear to be necessary if sex-equity is to be reflected in the Social Studies 30 Diploma Examination. The experience of females is not reflected in this curriculum-based examination. A curriculum based only on political and economic theory and global conflicts robs all students of understanding of the full spectrum of human experience and presents a distorted account of what is important to know.

Revisioning of the epistemological style of learning and assessment materials would appear to be necessary. Arguments against falsely objectified, universalist approaches to human action are compelling and appear to be justified within the context of the Alberta examinations studied. Alternative approaches are available and have been presented by proponents of narrative teaching of the social studies and by propoponents of critical pedagogy for social studies teachers

(Ahlquist, 1990). If turning points in human experience are to be studied, they must be critiqued from many different but particular perspectives. A social studies devoted to critiquing turning points in human experience from multiple perspectives would lead inevitably to inclusion of females' perspective. Ultimately this would lead to examining experience other than political and economic theory, and control strategies mainly related to global conflict. Change in epistemological approach would lead logically to change in curriculum content.

A social studies examination based on study of both male and female experience would, of necessity, include women. Women would be visible in the examination as active participants in meaningful experience. The young women sitting the exam could see themselves as connected to this world of meaning, actively participating in a world they could enter.

Implications

Sex equity in Social Studies 30 Diploma Examinations is an issue of power and opportunity. Not only should female students have the opportunity to attain scores at least equal to their male counterparts, they should experience an equal valuing of their existence within the examination and within the course leading to the examination. Chivalrous though the attitude within the examination toward females' helplessness and failure may be, it is demeaning to women. Not only is the

attitude toward women within the examination demeaning, the examination conveys the message that women's experience is not important, that women do not make contributions to important human experience, and that the important decisions, thoughts, and actions are made by men. This attitude sets an unfair roadblock in the path of female students' opportunity.

Implications of this study for educational administrators and policy makers are many. From senior level officials in Alberta Education to social studies department heads within high schools, administrators have the power and the moral responsibility to implement educational equity in social studies.

To begin with, administrators at Alberta Education's Student Evaluation Branch can enact policy to include more women within the examination. The work of women writers of history and economics can be excerpted for source materials on the examination. Questions and answer choices can show women actively making decisions and participating in meaningful action, even within the curriculum mandated for the Social Studies 30 course. Policies can be enacted to ensure study of the effect of epistemological styles and efforts can be made to apply narrative approaches if these prove to be the most effective approaches for eliciting understanding of the social studies. In the unlikely event that such measures did not produce more equality in scores between female and male students, consideration could be given to a heavier weighting to the essay portion of the examination which has not shown the

sex differences in achievement evident in the multiple-choice portion.

Administrators with Alberta Education's Curriculum Branch can initiate curriculum changes to ensure inclusion of women's experience within the social studies. Possibly, alternative courses could be created to allow students a choice of course content to meet the Social Studies 30 requirement for high school diplomas and for entrance to post secondary institutions. Inclusion of social studies topics that teach the young how to preserve and sustain life, not just control and wage war against it, would be of benefit to all students. Seeing an equal place for females and males within the societies reflected in social studies curriculum would provide all students with a more balanced understanding of existence, and might contribute to a reduction in social problems stemming from a denigration of women and children.

In-school administrators responsible for the social studies also have an obligation to be aware of the anti-inclusionary biases of textbooks, traditional epistemological approaches, and of examinations. They have a responsibility to ensure that teachers have the resources and the necessary professional development experiences to provide equitable opportunities for their female and male students. The experiences teachers provide in their classrooms affect the lives of thousands of students, approximately half of whom are female. As well, in Alberta close connections exist between the Program of Studies for courses, the curriculum that teachers deliver in classrooms,

and the Diploma Examinations which test individual students' understanding of curriculum. Teachers participate actively in developing the Diploma Examinations through membership on Examination Development Committees that formulate questions for the Social Studies 30 Diploma Examinations. Providing leadership for teachers in such an important area is the responsibility of school administrators.

It is important for educators to understand that decisions about what should be known and how that knowledge should be framed are political choices. Indeed, even students' awareness of the underlying value positions of the knowledge they are expected to acquire is essential if they are to become creative citizens able to solve environmental and social problems in the future. All educators involved in public education are policy administrators who must work to ensure equity for all students.

Implications for Immediate Action

1. Alberta Education should review and revise examination content to ensure more visibility of women and to ensure a view of women actively participating in worthwhile experience.
2. Alberta Education should review and revise wording of examination questions to ensure that context and connectedness replace falsely objective and disconnected approaches to knowledge.

3. Alberta Education should undertake curriculum review immediately to ensure that female contribution to human society is equitably represented in social studies courses and course materials.

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APPENDIX A

Visibility Frequencies

in Social Studies 30 Diploma Examinations

January and June

1991-93

Social Studies 30 Diploma Exams	References in Questions		Creators or authors of sources		Appearance in sources		Other	
	Male	Female	Male	Female	Male	Female	Male	Female
Jan. '91	12	0	2	0	6	1	2	0
June '91	12	0	3	0	5	0	0	1
Jan. '92	7	1	4	0	4	1	2	0
June '92	7	0	2	0	5	0	0	4
Jan. '93	9	0	6	0	5	0	3	0
June '93	7	0	1	0	7	0	1	1
Total	**54**	**1**	**18**	**0**	**32**	**2**	**8**	**7**

APPENDIX B

References to Females and Males in the Social Studies 30 Diploma Examination January 1991

References to females in questions and answer choices	none
Sources created by females	none
Females appearing in sources	source for questions 41 and 42
Other	none
References to males in questions and answer choices	questions 3, 34, 38, 49, 50, 53, 58, 59, 60, 61, 62, 69
Sources created by males	source for questions 17-21; source for question 50
Males appear in sources	source for questions 6 & 7; 12 -14; 23; 39-40; 46-48; 58-62

Other	question 22 (male pronoun to refer to Canadian Minister of Finance; Keynsian economics); 54 (Maignot Line)

Appendix B

References to Females and References to Males in the Social Studies 30 Diploma Examination

June 1991

References to females in questions and answer choices	none
Sources created by females	none
Females appearing in sources	none
Other	source for question 54-57 (feminine pronoun to refer to Russia)
References to males in questions and answer choices	12, 14, 22, 23, 24, 27, 33, 40, 50, 51, 52, 69
Sources created by males	sources for 23-24; 50-52; 54-57
Males appear in sources	sources for 6-9; 25; 32-33; 37-40; 42
Other	none

Appendix B

References to Females and Males in the

Social Studies 30 Diploma Examination

January 1992

References to females in questions and answer choices	question 6 (female voters - wrong answer choice)
Sources created by females	none
Females appearing in sources	source for question 20 (men and women)
Other	source for questions 38-39 (feminine pronoun to refer to Germany)
References to males in questions and answer choices	questions 8, 20, 28, 44, 66, 67, 69
Sources created by males	sources for questions 3; 60-63; 65-66; 20 (*Mein Kampf*, author not stated)
Males appear in sources	sources for questions 17-18; 41-46; 50-51; 60-63

Other	questions 26, 29 (male authored theories); source for questions 60-63 (male pronoun refers to individual)

Appendix B

References to Females and Males in the

Social Studies 30 Diploma Examination

June 1992

References to females in questions and answer choices	none
Sources created by females	none
Females appearing in sources	none
Other	source for questions 41-42 ("Italy...her"); source for questions 44-46 ("People of Britain.....your husbands" and "Czechoslovakia...she"); source for questions 64-67 ("United States...she)

References to males in questions and answer choices	questions17, 60, 61, 64, 65, 66, 67
Sources created by males	sources for questions 41-42; 64-67
Males appear in sources	sources for questions 15-16; 17-18; 20-21; 44-46; 51-52
Other	none

Appendix B

References to Females and Males in the

Social Studies 30 Diploma Examination

January 1993

References to females in questions and answer choices	none
Sources created by females	none
Females appearing in sources	none
Other	none
References to males in questions and answer choices	questions 1, 6, 14, 16, 20, 23, 40, 43, 70
Sources created by males	sources for questions 6-10; 31-32; 40-41; 43; 47-48; 56-58
Males appear in sources	sources for questions1-12; 24; 43-35; 40-41; 49-52
Other	questions 1, 53, 55 (theories named after male authors)

Appendix B

References to Females and Males in the

Social Studies 30 Diploma Examination

June 1993

References to females in questions and answer choices	none
Sources created by females	none
Females appearing in sources	none
Other	source for 57-58 ("Europe...she")
References to males in questions and answer choices	questions 4, 14, 18, 29, 36, 58, 59
Sources created by males	source for question 4
Males appear in sources	sources for questions 10-11; 29-30; 39-40; 42; 50-52; 57-58; 61-64
Other	question 20 (male authored theory..."Keynesian")

APPENDIX C

Classification of Questions Social Studies 30 Diploma Examination January and June 1991-1993

* Indicates question placed in two categories

Subject of Question	Jan. '91	June '91	Jan. '92	June '92	Jan. '93	June '93
Economics Theory	5*,9,15,18, 19, 22*,23, 25*,29, 33	1,7,16*,23, 27*, 28,32, 33,35,68	1,9*,10*, 11,14*, 15*,17,18, 21,23,24, 26,30*,32, 34,35	1,3,6*,11, 13,21,22, 23,32,33, 34,35	2,4,13,21*, 22,23,28, 33*,34,35	1,3,13,20*, 31, 32
Economics Applied	1,4,11,17, 20,21,32,68	5,6*,9*,13, 17,18,24, 29*, 30	7,31	12,20, 26*	26, 59,67*	6,7,14, 28,53
Politics Theory	2,5*,7,10, 13,16,22*, 24, 25*,26, 27,28,35,57	2,4,8,10,11, 15, 16*,25, 26,27*, 29*,34,47, 65,66	2,3,16,19, 22,25,27, 29, 30*,39, 63	2,4,10,15, 16,17,18, 23,24,27, 28,29,30, 31,37,46	5,10,14,15, 19,20,25, 27,29,30, 31,32,48, 51,52,57	2,4,15,17, 18,19,20*, 21,22,23, 25,26,30*, 33,34,54,69
Politics Applied	8,12, 14,47,48,64	6*,9*,12, 19,20,21, 54,55,56, 64,67	4,5,6,8,9*, 10*,11*, 14*,15*, 42,43,45, 60,61,62,64	5,6*,7,8, 9,25,26*, 44,64,67,68	3,11,17,18, 54,56,58, 60, 67*,68, 69*,70*	5,8,9,10,11, 12,16,24, 26, 42*,50, 51,52,56, 60*
History	3,6,30,31,3 4,36,37, 39,40,44, 45,40,44, 45,50,51, 52,53,54, 55,56,69	14*,22,31, 36,37,38, 39,40,42, 44,46,48, 51*, 58,62	13,20,28, 33,38,40, 41,44,46, 47*,48,49, 50,52,53, 54,55,67, 69,70	5,19,38, 40,41,42, 43,45,48, 49,51,52, 59,60,61, 65,66,70	1,6,7,8,9, 12,16,21*, 33*,36,38, 40,41,42, 43,44,45, 46,50,53*, 55,61,62, 65, 70*	29,30*,35, 37,39,40, 41,42,43, 44,46,47, 48,57,58, 60*, 65,66
Peace Initiatives /internat-ionalism	38,41,42, 43,46,65	41,43,50, 51*,52,53, 59,60,61, 69,70	36,37,51, 56,57,58, 59,65,66,68	36,47,53, 54,55,56, 57,69	39,49*,63, 64	36,38,45*, 49*,54*, 59,61,62, 63,64,67, 70*
Control Tactics	58,59,60, 61,62,63, 66,67,70	3,14*,45, 49,57,63	47*,48*, 53*,54*, 55*,60*, 61*,62*, 63*	39,50,58, 62,63	24,47,49*, 53*, 66,69	45*,49*, 55,68, 70*

APPENDIX D

Superficial Inclusion: Named Categories of People in Source Materials and Question and Answer Choices in Social Studies 30 Diploma Examinations 1991-1993

Note: Numbers refer to questions and letters (A,B,C,D) to answer choices.

January 1991

1. D workers and managers
2. D the voters
5. B consumer spending
8. A lobbyists
   D political leaders
9. A representatives

Source I for questions 12-14 - negative presentation of "uninformed and emotional mass"

12. A citizens
    C political representatives
14. D a leader's image

Source I for questions 17-21 - "Canadians' savings...." reducing amount available for the private investment needed for growth.

Source II "Public opinion"..."impact on people"

17. A speakers
    B speakers
    C speaker speaker
    D speaker speaker
18. The speaker's
19. A an investment broker
    B a voter
    C a social democrat
    D a capitalist
21. the speaker
22. "a supporter of Keynsian economics"
    C citizens
24. B leader of the political party
    D "members of parliament"..."the Prime Minister"

25. citizens
Source for questions 26-27 "I believe..." (author is not named but I judge the sentiment to be masculinist as the speaker discusses "earned" personal autonomy threatened by government holding a "frightening power over us all").
26. the speaker
27. the speaker
29. B unskilled workers
C new employees
34. A the youth
37. A the victor
46. the speaker
47. cartoonist
48. the cartoonist
65. A its members (referring to member-countries in the European Community)
D its members

June 1991

2. "many politicians"
A each citizen
4. Source: "All human beings...should act toward one another in a spirit of brotherhood"
12. Source: "The leader...it is possible for him...he serves" (inclusion contradicted by pronoun use)
Source for questions 19-21 "candidates" "the people"
19. A candidate
B candidate
C candidate
D candidate
20. A all people
B each candidate
C the people
21. A voter
C leadership
D worker
26. A individuals
B individuals
34. "a producer"..."the consumer"..."a politician"
57. the author (refers to Joseph E. Davies)
Source for question 60 "human rights"

Source for question 64 "World Power Comparison" (it is a comparison of money spent on the military as a % of GNP)

66. a national leader

68 economic nationalists

January 1992

3. D a leader

6. A "number of female voters" (token representation - demeaning in the obviousness of its incorrectness)

Source for questions 9-12 "Speaker I" "I believe"..."the consumer"

9. "The speaker" and "the two speakers"

10. "The speaker" and "the two speakers"

11. "The speaker" and "the two speakers"

12. "all four speakers"

13. A the leader

Preamble to question 14 and 15 "a citizen"

23. D worker or management

25. A ruling regime

D the public

27. A people's views

D. citizen participation

32. A entrepreneur

B broker

C conservative voter

D social democrat

35. entrepreneurs

Source for questions 38 and 39 "the leader of"

Source III for questions 42 - 46 "my people"

"representatives of the world" "my people"

58. "those opposed"

June 1992

2. "human nature

A people are basically competitive

B all human beings

C people have antisocial tendencies

D individuals can

5. "effective and powerful leaders"

12. A individuals

D individuals

16. the cartoonist (cartoon depicts men)...a Member of Parliament

21. an individual committed to...self-reliance, self-sufficiency

22. C individual initiative

23. elected representatives

B voters

D elected representatives

Source for questions 29-31 "political theorist"

31. A one person one vote

Source for questions 33-35 "an individual" "new entrepreneurs"

35. an individual

A interventionists

B capitalists

C socialists

D economists

36. Source: "people"

37. an individual...an internationalist

46. A like individuals

B like individuals

48. commentator

Source for 53-56 Speakers I to IV

54. four speakers

56. speaker

January 1993

Source I voter

4. A individuals

7. A voters

C voters

D voter

35. Wall Street stockbrokers

42. A human costs...civilians

D civilian alienation

56. The author (referring to William F. Buckley)

57. The author's opinions

A nationalists

B interventionist

C internationalist

D world federalist

58. the author's

70. supporter

June 1993

1. A consumers
   B producers...consumer demand
   C consumer advocates
   D consumers...shareholders
2. D citizen participation
3. A economists
   B nationalists
   C car dealers
   D advocates
4. B elected representatives
5. A elected representatives
   C citizens
11. A political leadership
    B capitalists
    C citizens
    D foreign visitors
12. individuals
13. A worker

Sources for questions 17-19: Source I "people's" "human" Source IV "people's" "individual"

18. A liberal
    B member
    C supporter
    D supporter
22. the writer's belief

A judges

B judges

24. many Canadians

27. A citizens

B citizens

31. C citizens

32. A corporate executives

33. A leaders

B leaders

C leaders

D leaders

40. D citizens

42. leaders

45. political leaders

B aggressors

Source for questions 50-52: Source I "planet's passengers"

55. military strategists

58. the author

Source for questions 61-64: source IV "ministers"

64. D arms suppliers

67. a person

Source for question 70 "people"

APPENDIX E

January 1991 Sample of Conflict and Aggression/ Nurturing Words and Expressions in the Social Studies 30 Diploma Examination

Conflict and Aggression	Nurturing
1. A. solve...problems B. resolve...inequities... differences	1. C. establish D. encourage, initiative, innovation
2. "criticism" A. dictatorship B. little choice among C. wins D. alternatives... reduced	5. D. are protected 9. supporters B. creates C. Incentive 10. preserved A. best interests
3. "rule over" "power" (The following regimes are synonymous with conflict) A. Fascists...Mussolini B. Stalin C. Fascist...Franco D. Nazi...Hitler	11. experiencing...create 14. B. concerned D. concerned 15. B. preserve C. provide D. protect
4. "taken on" A. expansion B. increased C. to curb D. control and manipulation	17. relationship D. need for 18. B. well-being C. encourages D. encourages
5. prohibits A. equality results B. is controlled C. competition improves	19. C. welfare 22. C. encourage D. encourage 23. "support, creating" 24. D. support
6. "effective political device" A. threat...invasion B. threat...revolution C. instability D. instability	26-27: "personal security" 26. C. welfare 27. supporters B. providing C. offering 30. C. support 31. support

Conflict and Aggression	Nurturing
7. "dictatorship" A. controlled B. scapegoating C. intimidation 8. B. separation 9. criticize A. inequality B. insecurity C. undermines D. overregulates 10. D. have control 11. A. increase B. reduce C. increase D. reduce Source I Question 12-14 "being directed" "dictatorship of idiots" 12. issue A. choices D. restrict 13. challenged A. competition 14. problem A. persuasion to misinform C. clear-cut 15. A. prevent Source 17-21: Source I - "seriously harm"; Source II "judge...trouble...firm proof impact" 18. A. restraint...enemy 19. strongly challenged A. opposes B. favors C. favors D. opposes	32. B. foster C. enhance 34. C. cultivating 39. B. supporting 40. A. preserving D. understanding 41. D. maintained 43. B. collective security (ironically, this is a euphemism for armed readiness) D. respond...humanitarian concerns 48. D. regional cooperation 65. A. cooperation B. harmony... development C. collective security (again ironic) 66. protected 68. concern A. peace C. survival D. stability 69. peaceful

Conflict and Aggression	Nurturing
restrictions... expansion 20. resulted from A. counter...pressures B. cutbacks C. expanding D. restraint...prevent... pressures 21. reverse trend A. increase B. decrease C. increase D. decrease 22. A. decrease... drastically B. expand C. raise D. lower 23. false 24. rule A. winning... forms B. submits C. form...opposition D. form Source 26-27: "bartered, exhange, power over" 28. seizure of gov't power A. rebellion B. war C. revolution D. coup d'etat 29. problem A. allow D. increasing 30. B. attained 32. criticized...fails B. demand 34. differed A. indoctrinating B. enforcing	

Conflict and Aggression	Nurturing
D. eliminating 35. decreased... emphasizing self-reliance over 37. A. victor C. war D. war 38. demand A. reparation... defeated B. admission of guilt...war Source questions 39-40: "near an accord.."free hand.."arrange a bargain" "give free hand...in return...demand... guarantee..crisis...pledge to settle...free to pursue...fear of trouble... threaten...attempt to attack... armed forces 39. A. halting... expansion D. threatened 40. B. further abandonment... security C. refused...fear... angering 41. B. errors..have doomed... failure 42. A. invasion B. invasion C. invasion D. invasion	

Conflict andAggression	Nurturing
Source 44-45: "rearmament, reoccupation, crisis" 44. A. fascist imperialism D. violations 45. A. alliance B. alliance D. disputes 46. A. surrender B. abandon 47. B. expansion 48. course of action acceptable to A. expansionism D. global security 49. failure...front... against...war A. distrust C. alliance D. distrust Source for 50: "bloodshed...side with...enemies...dispute... enlarge" 50. accomplish goal B. annexed D. nonaggression 51. B. military alliances C. rivalry intensified D. power...influence... increased Source 52-53: "charged, tried, tribunal, crimes, charges, conspiracy, instigators, execution, conspiracy, execution, crimes, waging, war,	

Conflict and Aggression	Nurturing
violation, war crimes, violations, murder, enslavement, war, destruction, military, crimes, murder, enslavement, war, persecution, violation 52. bombs 54. sphere of influence, great power, enemies A. imperialism C. annex D. domination Sources for 55-56: "defend, force of arms, threatened, determined, contain, tensions, conflicts, threaten, war, military power" 56. resolution 57. inability to reach lasting peace, forces A. anarchism Source 58-62: "Wage conventional war, atomic arms" "NATO Supreme Command...warfare"	

Conflict and Aggression	Nurturing
58. A. atomic weapons...attack B. nuclear forces C. conventional forces...local attacks D. crisis situations 59. A. alliance..war B. enemy..attack.. enemy's plans C. nuclear weapons, aggression D. conventional forces, invasion 60. conventional forces B. vulnerable...attack C. conflicts 61. arguments A. deterrence C. disarmament D. collective security 62. critic...arguments, fail A. consequences... nuclear weapons B. security...nuclear weapons C. conventional forces D. conventional and nuclear weapons Source 63: "atomic bomb, military art, war, coldwar"	

Conflict and Aggression	Nurturing
63. atomic bomb C. strengthen D. force 65. objective C. acquisition, defensive...weapons D. competition 66. "nuclear first strike, destroy, retaliatory" A. deterrence... balance of terror B. war...securing objectives C. conventional weapons D. overkill...weapons 67. A. warfare B. terrorist C. warfare 69. A. invasion C. strategic defense initiative D. missiles 70. disarmament, opposed A. collective security B. deterrence	

APPENDIX F

Questions Grouped by Source-Related or Stand-Alone Questions

1991-1993

Examination	Stand-Alone Questions	Source Related Questions
January '91	1,2,4,5,9,10,11,15,16, 22,24,25,28,29,32,33 ,34,35,38,43,49,51,5 4,57,64,65,66,67,68, 69,70 **Total: 31/70**	3,6,7,8,12,13,14,17,1 8,19,20,21,23,26,27, 30,31,36,37,39,40,41 ,42,44,45,46,47,48,5 0,52,53,55,56,58,59, 60,61,62,63, **Total: 39/70**
June '91	1,2,3,5,10,14,15,16,2 6,28,29,30,31,34,35, 36,41,43,45,46,53,58 ,59,60,61,62,63,67,6 8,69,70 **Total: 31/70**	4,6,7,8,9,11,12,13,17, 18,19,20,21,22,23,24 ,25,27,32,33,37,38,3 9,40,42,44,47,48,49, 50,51,52,54,55,56,57 ,64,65,66, **Total: 39/70**

January '92	1,2,8,13,14,15,16,19, 21,22,25,26,27,28,29 ,35,40,41,49,52,56,5 7,58,59,67,68,69,70 **Total: 28/70**	3,4,5,6,7,9,10,11,12,1 7,18,20,23,24,30,31, 32,33,34,36,37,38,39 ,42,43,44,45,45,47,4 8,50,51,53,54,55,60, 61,62,63,64,65,66, **Total: 42/70**
June '92	1,2,3,4,5,13,19,22,23, 24,25,26,32,37,38,40 ,47,48,57,58,62,63,6 9,70 **Total: 25/70**	6,7,8,9,10,11,12,15,1 6,17,18,20,21,27,28, 29,30,31,33,34,35,36 ,39,41,42,43,44,45,4 6,49,50,51,52,53,54, 55,56,59,60,61,64,65 ,66,67,68 **Total: 45/70**
January '93	1,2,3,4,5,14,15,16,25, 26,27,28,29,30,33,36 ,37,39,42,53,55,61,6 2,63,64,65,69,70 **Total: 28/70**	6,7,8,9,10,11,12,13,1 7,18,19,20,21,22,23, 24,31,32,34,35,38,40 ,41,43,44,45,46,47,4 8,49,50,51,52,54,56, 57,58,59,60,66,67,68 **Total: 42/70**

June '93	1,2,3,12,13,14,15,16, 20,21,27,28,33,36,37 ,41,43,47,48,49,53,5 4,59,60,67,68,69	4,5,6,7,8,8,19,11,17,1 8,19,22,23,24,25,26, 29,30,31,32,34,35,38 ,39,40,42,44,45,46,5 0,51,52,55,56,57,58, 61,62,63,64,65,66,70
	Total: 27/70	**Total: 43/70**